UNDERGRADUATE
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2005-2006

LAGRANGE
COLLEGE

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BULLETIN

LAGRANGE COLLEGE

LAGRANGE, GEORGIA

CATALOGUE ISSUE 2005-2006

COMMUNICATIONS DIRECTORY

LaGrange College

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Visitors are welcome at LaGrange College throughout the year.
The administrative offices in the Quillian Building are open Monday through Friday from 8:00 a.m. to 5:00 p.m. Saturday visits may be arranged by appointment. Visitors desiring interviews with members of the staff are urged to make appointments in advance.

LaGrange College admits qualified students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

LAGRANGE COLLEGE BULLETIN, VOLUME CLXIV, NUMBER 1

PRESIDENT: DR. F. STUART GULLEY EDITOR: DR. JAY SIMMONS

LaGrange College Bulletin, the official publication of LaGrange College for current and future students, is published monthly except February, August and November. Correspondence should be directed to the Office of Academic Dean, LaGrange College, 601 Broad Street, LaGrange, GA 30240-2999. E-mail correspondence to jsimmons@lagrange.edu or fax to (706) 880-8358.

Challenging the mind.

Inspiring the soul.

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Change of Regulations

The College reserves the right to make modifications in the degree requirements, courses, schedules, calendar, regulations, fees and other changes deemed necessary or conducive to the efficient operation of the College. Such changes become effective as announced by the proper college authorities.

Note: For information, regulations and procedures for graduate study, please see the **Graduate Bulletin**. For information, regulations and procedures for evening courses, please see the **Evening College Bulletin.** For information, regulations and procedures of the Albany campus, please see the **Albany Bulletin**.

2005-2006
Academic Calendar

Day Program

Fall Semester (63 Class Days)

AUGUST		
August	23	New faculty assemble
August	24	Opening Session
August	30-Sept 2	New student orientation
SEPTEMBER		
September	6	Registration for new and returning Day students not prepaid. Advisors for freshman, transfer and readmitted students are available.
September	7	All Classes Begin
	7:00 PM	Opening Convocation
September	13	End drop/add period and late registration. No refunds for individual courses dropped after 5:00 p.m. "I" grades must be changed to permanent grades. Syllabi and office hours due in Dean's office. If possible, please submit by email
September	16	Day of Record
September	29-30	Interim Term Pre-Registration
OCTOBER		
October	4	Last day to drop a class with an automatic "W"
October	13-14	Fall Break—No Classes
		Midterm
October	21	Board of Trustees Meeting
October	21-23	Homecoming

October	31-Nov 4	Advising period and pre-registration for Day program students. Students completing degree requirements by end of fall term should file petitions for graduation. Students may declare majors. Advisors available.
NOVEMBER		
November	10	Last day to drop a class
November	22	Last Day of Classes before Thanksgiving Break
November	28	Classes resume after Thanksgiving Break
DECEMBER		
December	5-11	Celebrate the Servant Week
December	9	Last Day of Fall Semester Classes for Day College
December	10	Reading Day
December	12-16	Final Exams
December	16	Begin term break
	5:00 pm	Grades due. Last day to pre-pay or confirm pre-registration for Interim and Spring Terms 2006; otherwise, pre-registered students must go through registration, January 2, 2006
December	23-27	Holidays for administration and staff.
December	28-30	Administrative offices open
Interim Term (20 Class Days)		
January	2	New Year's Holiday
		Residence halls open
January	3	Registration for new and returning Day students. Advisors for freshman, transfer and readmitted students are available. Evening College, joint enrollment and graduate registration. Night and graduate advisors are available. Mandatory First Meeting for all Interim Classes.

January	5	End Drop/Add. No refund for individual classes dropped after this date. Last day for late registration. Syllabi and office hours due in Dean's office. If possible, please submit by e-mail.
January	11	Last day to drop a class with an automatic "W"
January	16	Martin Luther King, Jr., Day - College closed. No Classes.
January	31	Last day of class
FEBRUARY		
February	3	Interim Term Grades due
Spring Semester (63 Class Days)		
February	3	Day program registration for new and returning students not prepaid. Advisors for freshman, transfer and readmitted students are available.
February	6	Classes begin
February	9	End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. "I" grades must be changed to permanent grades. Last day for late registration. Fall Class Schedules due in the Registrar's Office. Syllabi and office hours due in Dean's office. If possible, please submit by e-mail.
February	17	Day Of Record.
MARCH		
March	20	Midterm
March	27-31	Advising period and pre-registration for upper class Day program students. Students completing degree requirements in summer or fall should file petitions for graduation. Students may declare majors. Advisors available

APRIL		
April	3-7	Spring Break
April	14	Last Day to Drop a Class
April	21	Board of Trustees Meeting
April	28	Honors Day
April	28-30	Family Weekend
April	29	May Day
MAY		
May	10	Last Day of Classes for Day Program
May	11	Reading Day
May	12-17	Final Exams
		GRADES DUE FOR GRADUATES BY 12:00 P.M. ON <u>THURSDAY</u>, MAY 18
May	19	9:30 AM Graduation rehearsal, faculty marshals and student marshals attend
		Senior brunch, faculty invited.
	5:00 PM	Baccalaureate at First United Methodist Church
		All faculty should plan to attend
		Grades due at 5:00 p.m.
May	20	8:30 AM Graduation on Quadrangle. All faculty should plan to attend.
May	29	Memorial Day - College closed.
Summer I Term 2006		
May	30	Residence halls open
		Registration
May	31	All classes meet
JUNE		
June	1	End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. Syllabi and office hours due in Dean's office
June	7	Last day to drop a class with an automatic "W

June	21	Last day to drop a course
June	29	12:00 and 2:00 classes have exams during class times
June	30	7:30 and 9:30 classes have exams during class times
		Departmental Annual Reports due in Dean's Office

Summer II Term 2006

JULY		
July	3-4	July 4th College Holiday--no classes
July	5	Grade Reports due at noon
		Residence halls open
		Registration, Registrar's Office, Smith Hall
		All classes meet
July	6	End drop/add, 5:00 p.m. No refund for individual classes dropped after this date. Syllabi and office hours due in Dean's office
July	13	Last day to drop a class with an automatic "W"
July	27	Last day to drop a class
AUGUST		
August	4	12:00 and 2:00 classes have exams during class times
August	7	7:30 and 9:30 classes have exams during class times
August	9	Grade reports due by noon

About LaGrange College

LaGrange College is called through the United Methodist Church to challenge the minds and inspire the souls of students by improving their creative, critical and communicative abilities in a caring and ethical community.

Mission

LaGrange College, established in 1831, is owned by the North Georgia Conference of the United Methodist Church. LaGrange College is proud of this relationship and believes that its mission is an extension of the work of The United Methodist Church. LaGrange College is committed to the free, uninhibited pursuit of truth. Academic freedom and free expression of faculty and students are integral to the LaGrange College ethos. LaGrange College is committed to challenging the minds and inspiring the souls of students by improving their creative, critical and communicative abilities. Faculty recognize the part they play in a student's development by serving as mentors and role models. The total LaGrange College program - curricular and co-curricular - is designed to challenge and support students as they deal with fundamental issues of self, world, and God.

The principal curricular methods by which the College assists students in the improving of their creative, critical, and communicative abilities are an interdisciplinary, technologically sophisticated liberal arts program (A.A., B.A., B.S., B.M.), and professional programs in business, nursing (B.S.N.) and education (B.A., M.Ed., M.A.T.) The principal co-curricular means is through a comprehensive program of student life and athletics.

LaGrange College strives to be a caring and ethical community. The hallmark of the LaGrange College community is the quest for civility, diversity, service, and excellence.

Adopted by Faculty, Administration, and Board of Trustees, 1997; reaffirmed by Board of Trustees on October 20, 2000.

History and Description

The history of LaGrange College is closely associated with the history of the City of LaGrange and Troup County. When the vast tract of land lying between the Flint and Chattahoochee Rivers was secured by the Indian Springs Treaty of 1825 and was opened for settlement in 1827, one of the five counties formed on the western border of the state was named Troup in honor of Governor George Michael Troup.

An act was passed by the Georgia Legislature on December 24, 1827, providing for the selection of a county seat. It was named LaGrange after the country estate of the Marquis de Lafayette, American Revolutionary War hero who had visited the region in 1825 as the guest of Governor Troup. The site for the town of LaGrange was purchased in 1828 and the town was incorporated on December 18, 1828. On December 26, 1831, the charter for the LaGrange Female Academy was granted at the state capitol, then in Milledgeville.

In 1831 Andrew Jackson was president of the United States. Abraham Lincoln was 22 years old. The Creek Indians had been moved out of this area of the state only six years earlier. The only other college in the state was Franklin College, now The University of Georgia.

In 1847 the charter for the school was amended and the school became the LaGrange Female Institute with power to confer degrees. The name was changed to LaGrange Female College in 1851 and in 1934 it was changed to LaGrange College. The College became officially coeducational in 1953.

The first location of the school was in a large white building at what is now 406 Broad Street. The school moved to its present location "On the Hill," the highest geographical point in LaGrange, after the construction of the building now known as Smith Hall in 1842.

The College was sold to the Georgia Conference of the Methodist Episcopal Church South in 1856. Today it is an institution of the North Georgia Conference of the United Methodist Church.

Strong in the liberal arts, LaGrange College has an outstanding reputation in pre-professional programs, including pre-medical and allied fields, pre-law, pre-theology, and pre-engineering.

LaGrange College offers the Bachelor of Arts degree with sixteen majors, the Bachelor of Science degree in five areas, the Bachelor of Music and the Bachelor of Science in Nursing degree. The Master of Arts in Teaching, and the Master of Education degree in Early Curriculum and Instruction are offered. The Associate of Arts degree is offered in one area.

LaGrange College operates on the modified (4-1-4) semester system for day classes. In addition there is an evening session during the regular year and in the summer. During the regular school year, the night classes follow a modified quarter system. The summer is divided into two sessions of day classes and one seven-week session in the evening. For all day classes, credits earned are semester hour credits.

The College draws more than half of its student body from Georgia. However, students from at least one-third of the other states in the U.S. and from abroad nourish a rich cosmopolitan and international community which includes various religious and ethnic backgrounds.

Georgia's leader in granting academic credit through the College Level Examination Program, the College also offers travel seminars, field study programs and internships. Students in the college's nursing division receive supervised learning experiences in many area medical facilities. Campus art exhibitions, lectures, concerts, and varsity and intramural sports add to the cultural enrichment and recreational opportunities offered by the College. The College has a service learning program unlike any in the state.

The College is located in the town of LaGrange, Georgia, which has a population of 28,000. Nearby are Callaway Gardens, the Warm Springs Foundation and Franklin D. Roosevelt's Little White House. The West Point Dam on the Chattahoochee River provides one of the largest lakes in the region, with waterfronts and a marina within the city limits of LaGrange.

ACCREDITATION

LaGrange College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award the degrees of Associate of Arts, Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Business Administration, Bachelor of Science in Nursing, Master of Education, and Master of Arts in Teaching.

LaGrange College is also approved by the United Methodist University Senate. It has membership in the National Association of Independent Colleges and Universities and the Georgia Foundation for Independent Colleges.

The Georgia Professional Standards Commission, which confers professional certificates upon college graduates meeting requirements in early childhood, middle grades, or secondary education, has awarded highest approval to LaGrange College's program of teacher education.

The Bachelor of Science in Nursing program is accredited by the National League for Nursing.

The undergraduate and graduate programs in business administration are accredited by the Association of Collegiate Business Schools and Programs.

Other Sessions

Evening College

Recognizing the unique needs of the nontraditional learner who may be managing personal, professional, and collegiate careers, the Evening College structure supports full-time or part-time evening study for qualified adult students. Classes are scheduled Monday-Thursday evenings during four academic quarters; students may enroll in September, January, March, or June. Degrees offered include the Bachelor of Arts degree in Business Administration, the Bachelor of Arts degree in Human Development, and the Associate of Arts degree in Liberal Studies. Students may also earn a minor in Sociology.

View the ***Evening College Bulletin*** online at www.lagrange.edu or call (706) 880-8298 for additional information.

LaGrange College at Albany

The academic program at LaGrange College at Albany has been created in direct response to community and area needs. An extensive needs assessment in southwest Georgia was initiated prior to the planning and development of the program for LaGrange College at Albany. The research results stressed the need for a program for non-traditional students that would enable them to complete a baccalaureate degree. The program offers a modular course schedule with a predictable structure of course offerings, costs, and outcomes. The program emphasizes leadership knowledge and skills in the workplace and in the community.

Additional information is contained in the ***Albany Bulletin*** or by calling 229-420-8000

WILLIAM AND EVELYN BANKS LIBRARY

The librarians and staff take great pride in the high level of service that is offered at the Banks Library. Each year the library staff receives high marks from faculty and students on the annual library survey. Library instruction is highly emphasized with both individual and group instruction offered.

The Banks Library provides up-to-date resources that support the curriculum and general information needs of students and faculty. The Online Catalog can be accessed from anywhere in the world on the WEB. Additionally, the library makes available to students and faculty full-text databases on GALILEO plus other databases to which it subscribes including *JSTOR, GALE'S Business and Company Resource Center, ATLAS Religion Database, CINAHL, ProjectMuse, Wilson Omnifile* and more.

Separate Education and Music & Art areas in the library provide easy access to library materials for those disciplines in a comfortable, user-friendly environment. A Multi-Media Center provides access to the Internet, word processing, presentation software, E-MAIL, and the library's electronic resources. The library provides a scanner, computer projector, multi-media and Finale music workstations for student use. Group study rooms, study carrels, video viewing-rooms, and a conference room are also available.

The Banks Library seeks to fulfill the mission of the college through the provision of information resources and services supporting the curriculum, co-curricular, and research needs of students and faculty.

Lee Edwards Candler and Vernon Street Residence Halls were completed in 2002. Each apartment-style hall houses 124 students. Arranged in either two or four bedroom floor plans with one bathroom per two students, the apartments are fully furnished and also have a full kitchen. A community room is also located at the end of one wing in each building. Candler Hall is named in memory of Mrs. Lee Edwards Candler.

CASON J. CALLAWAY SCIENCE BUILDING

Built in 1972, this three-story brick building is supplied with the latest equipment for instruction in general science, biology, chemistry, math,

and physics. The building is named in memory of a former member of the College's Board of Trustees.

Fuller E. Callaway Academic Building

Completed in 1981 and renovated in 2000, the Fuller E. Callaway Academic Building houses the Departments of Nursing, Psychology, History, Political Science, and Human Services.

Warren A. Candler Cottage

Completed in 1929 as a home for the college president. The Candler Cottage now houses the Vice President for Advancement, Donor Relations, and Advancement Services.

Lamar Dodd Art Center

Completed in 1982, this building provides a physical environment and the equipment needed for art instruction as well as gallery space for the College's outstanding art collection. The building is named in honor of the late Lamar Dodd, a Georgia artist who was reared in LaGrange and whose paintings won international recognition.

Louise Anderson Manget Building

Built in 1959 and renovated in 2001, the Louise Anderson Manget Building houses the Division of Humanities, including the Departments of English, Latin American Studies and Modern Languages, and Religion and Philosophy.

Pitts Hall

Completed in 1941, this two-story brick women's dormitory was renovated in 1990. Pitts Hall was rededicated in memory of Mr. and Mrs. W. I. H. Pitts and in honor of their daughter, the late Miss Margaret Adger Pitts, a former college trustee. The Pitts were long-time supporters of the College.

Price Theatre

Completed in 1975, this dramatic arts building seats 280 and houses classrooms for the Department of Theatre Arts, faculty offices, scenery workshop, dressing rooms, costume room, actors' lounge, and a black box theatre.

Quillian Building

Built in 1949 and named in memory of a former president, Hubert T. Quillian, who served from 1938-1948, this building provides offices for the President, the Vice President for Academic Affairs and Dean, the Executive Vice President for Administration, the Business Office, and Institutional Research and Planning.

Smith Hall

The oldest building on the campus, the main portion of the building was constructed in 1842 of handmade brick formed from native clay. An addition was built in 1887 and a major renovation was completed in 1989 at a cost of over $2.5 million. Ready for the 21st century, the building now houses offices, classrooms and seminar rooms. Smith Hall was named in memory of Mrs. Oreon Smith, wife of a former president of the College, Rufus W. Smith, who served from 1885 until his death in 1915. The building is on the National Register of Historic Places.

Sunny Gables Alumni House

Built by Mary and Julia Nix in 1924, Sunny Gables Alumni House is an outstanding example of early twentieth century Tudor Revival architecture designed by P. Thornton Marye and is now part of the National Register of Historic Places' Vernon Road Historic District. The Sunny Gables Alumni House seeks to provide a real and symbolic home for LaGrange College alumni for generations to come, capturing a part of LaGrange College's historic past and stretching forward into the College's future. This multipurpose facility serves as the permanent home for alumni, as well as the Office of Alumni and Parent Relations and the Office of Development. The facility extends entertainment space to the College's constituents for College programming purposes consistent with Gateway to Excellence, our strategic plan.

The Mitchell Building is located on the grounds of Sunny Gables Alumni House. It was named in memory of Evelyn Mitchell, a trustee of The Arthur Vining Davis Foundations. The building formerly provided classroom space for the Nursing Division and currently houses the College's Communications and Marketing Department.

The Chapel

Built in 1965, the materials used in the construction of the Chapel link it with Christian worship in LaGrange and other parts of the world. Included in the structure are two stained glass windows made in

Belgium more than 100 years ago; a stone from the temple of Apollo at Corinth, Greece; a stone from the Benedictine Monastery, Iona, Scotland; and a stone from St. George's Chapel, Windsor, England. Regular worship services are held when the College is in session.

J. K. Boatwright Hall

Completed in 1962, this three-story brick building serves as a men's dormitory. J. K. Boatwright Hall is named in memory of a long-time member of the College's Board of Trustees and chairman of the board's executive committee from 1956-1962. New designs were incorporated in the renovations to the building in 2003.

Hawkes Hall

Completed in 1911, this four-story brick building is named in memory of Mrs. Harriet Hawkes, mother of College benefactor, the late A.K. Hawkes. After a major renovation costing $1.4 million, the building houses women students on second, third, and fourth floors. Faculty offices and classrooms for the Education Department occupy the ground floor. Also on the second floor is the Nixon Parlor, named in honor of long-time supporter of the College, Winifred Adams Nixon '33.

Waights G. Henry, Jr., Residence Hall

Completed in 1970, this five-story brick building provides student housing. The building is named in honor of the late Dr. Waights G. Henry, Jr., who served as president of the College from 1948-1978, and as chancellor from 1978 until his death in 1989. This building also houses a 24-hour computer lab and tutoring center open to all students.

Student Center

Built in 1958 not long after the institution became co-educational, this three-story brick building was first used to provide campus housing for men, and later, women. In 2003, the structure was renovated and enlarged to become a student center, featuring large and small meeting rooms, a student grill and a game room on the first two floors. Student housing remains on the third floor and is known as the William H. Turner, Jr., Residence Hall. It is named in memory of Mr. Turner, a textile executive of LaGrange who was a benefactor of the College, a longtime member of the Board of Trustees and chairman of the board's executive committee from 1929 until 1950.

Alfred Mariotti Gymnasium

Built in 1959, the Mariotti Gym houses physical education classrooms and facilities for indoor athletics. The facility is named in memory of Coach Alfred Mariotti, the College's basketball coach from 1962-1974 and member of the faculty until his retirement in 1979.

Margaret Adger Pitts Dining Hall

Completed in 1962 and renovated in 1998, this two-story brick building houses the dining area, kitchen, and the College Bookstore. The building is dedicated in honor of the late Margaret Adger Pitts, a former College trustee.

Callaway Campus

Acquired by the College in 1992 as a gift from Callaway Foundation, Inc., the campus includes three buildings of brick and concrete construction. Callaway Foundation, Inc. donated funds to build a state-of-the-art lighted soccer field in 1995. The Callaway Campus also includes softball fields.

Callaway Auditorium

Built in 1941, Callaway Auditorium underwent extensive renovation in 2005. It is now the primary performance venue for the College's Department of Music and the LaGrange Symphony Orchestra.

Charles D. Hudson Natatorium

The swimming pool was constructed in 1947 as an oversized pool with dimensions of 80 by 150 feet. The cabana and bathhouse were built in 1956. The oversized pool has been divided into an outdoor pool and a natatorium. The complex is now equipped for a year-round aquatics program. The Natatorium is named in honor of Dr. Charles D. Hudson, long-time chair of the Board of Trustees and recently retired chair of the Board's Executive Committee.

Callaway Educational Building

Built in 1965 and renovated in 1994, the building houses the Music Department, Offices of Intercollegiate and Intramural Athletics, and Offices of the Department of Health and Physical Education. The facility includes state-of-the-art electronic music equipment, a recording studio, a fitness center, a gymnasium, and faculty offices.

Cleaveland Field

Cleaveland Field opened in 2000 as LaGrange College's new $2.21 million baseball facility. Callaway Foundation, Inc. gave a challenge grant as well as the land to honor Philip Cleaveland, who served the College as a trustee for 19 years.

Other Resources

Information Systems

In 1991, LaGrange College became committed to creating a fiber-optic network of mini-computers that would allow students and faculty to access the network anywhere on campus, including residence hall rooms. Since 1994, the number of computer laboratories has grown from seven to twelve. Students can access World Wide Web from virtually any site on campus to find information ranging from stock prices to Russian recipes. Specific details regarding the technological environment at LaGrange College can be found in the Academic Support and Information Technology section of this **Bulletin**. Future technological direction on campus includes the addition of more interactive multimedia learning environments.

Coleman Health Center

The location for Student Health Services provides a day clinic for the LaGrange College Community. For details students should consult the student handbook.

Admission And Enrollment

The application process at LaGrange College is selective and designed to carefully consider each candidate's personal qualities and readiness for college. We seek applicants who have the potential to be successful academically and who will contribute to our community in meaningful ways. We will evaluate the application, transcript(s), course selection, SAT or ACT scores (if required), essay and recommendation when making our decision. An admission counselor will assist each prospective student throughout the application and enrollment process. We encourage prospective students to visit campus for a personal interview as part of the application process.

Students interested in attending LaGrange College must submit an application for admission. March 1 is the deadline for best consideration for admission, financial aid, and housing for the fall semester. Students interested in scholarship consideration should apply before January 1 or the published deadline for the scholarship, whichever is earlier. Students applying for admission to the January or Summer terms should submit the application and supporting documents at least one month prior to the beginning of the term for which admission is desired.

Applying for Admission

Applicants for freshman admission must submit the following items: the application form, application fee, official high school transcripts, official SAT or ACT scores, essay and recommendation. The office of admission reserves the right to request or waive documentation as appropriate.

Applicants who have attended a college or university following high school graduation must submit the following items: application form, fee, college or university transcripts, essay, and recommendation. If the applicant has completed fewer than 30 semester hour or 40 quarter hours of college level work, an ACT or SAT score and high school transcripts will also be required.

To be considered an official document, a transcript should be submitted directly to LaGrange College in a sealed envelope from the sending institution. Institutional records personally delivered to LaGrange College by a student must also be in a sealed envelope to be considered official. Photocopies, faxes, or transcripts in unsealed envelopes are not considered official.

LaGrange College prefers SAT scores but will accept ACT scores. Beginning with new first year students entering during the Fall 2006 semester, the College will require a writing test for admission. This requirement may be met by submitting the SAT including the essay or an ACT writing score in addition to the regular ACT. Test results should be sent directly to LaGrange College, preferably by March of the student's senior year of high school.

The Admission Committee may request additional materials from an applicant or require an interview to gain a better understanding of the student's potential for success in a challenging academic environment. The Office of Admission notifies applicants of their application status shortly after review by the Admission Committee. Admission to the College requires satisfactory completion of academic work in progress.

LaGrange College values personal integrity in our community. Our students sign an Honor Code statement pledging not to lie, cheat, steal, nor tolerate these unethical behaviors in others. Recognizing the importance of adherence to the Honor Code, the Office of Admission extends this principle to our application process. Any student who omits or falsifies material details in the application for admission will not be admitted or their offer of admission may be revoked.

After an offer of admission is extended, candidates wishing to accept the offer of admission are asked to submit a tuition deposit. The tuition deposit serves to reserve space for the student in the incoming class. The amount of the tuition deposit is $100 for commuting students and $200 for residential students. The $100 deposit will be placed on the student's account for the first semester. The additional $100 for residential students serves as a room reservation deposit and will reserve a space in the residence halls for the student. The tuition deposit is fully refundable provided the student submits a written request to the Office of Admission by the following dates: May 1 for Fall Semester, December 1 for the Interim (January) Term, and Spring Semester.

LaGrange College encourages interested students to visit the campus. Individual appointments may be scheduled by contacting the Office of Admission at 1-800-593-2885 or by e-mail at admission@lagrange.edu. Please contact the Office of Admission at least one week prior to the day you plan to visit.

Academic Requirements for Admission

Freshman Admission: Prior to enrollment, an applicant is expected to complete graduation requirements from an approved high school. Students graduating from Georgia high schools are normally expected to

complete the requirements for the College Preparatory Curriculum (CPC) diploma.

LaGrange College students come from a variety of public and private secondary school backgrounds. Preference is given to applicants who have strong academic preparation in high school. To qualify for regular admission to the college, an applicant should complete at least the following number of units, comparable to the Georgia College Preparatory Curriculum:

Subject Area	Units
English	4
Social Studies (including American and world studies	3
College Preparatory Mathematics (Algebra I, Algebra II, Geometry,etc.)	4
Science (including lab courses for life and physical sciences)	3

Desirable electives include additional academic courses in languages, mathematics, and the sciences. A basic understanding of computer science is also encouraged.

LaGrange College invites home-educated students to apply for admission. In addition to the items requested for freshman admission, home-schooled students are asked to provide a bibliography of all high school literature including instructional texts and two letters of recommendation. Please note that at least one letter of recommendation must not be written by a family member.

Students holding a General Education Development (GED), High School Level may be considered for admission, although they will generally not be accepted to the college prior to the year in which their class would have normally been eligible for admission to the college. Applicants must submit GED scores in addition to the certificate. Students possessing a GED must also submit either SAT or ACT scores as a part of the application process. The SAT or ACT requirement may be waived for students who are at least 22 years of age.

Admission Status

A number of factors are considered in making an admission decision, including a student's grade point average, difficulty of course work, standardized test scores, extracurricular and co-curricular activities, recommendations and admission essay. Students may be accepted to LaGrange College in one of several categories.

Regular Admission: Most students offered admission to LaGrange College are accepted with no stipulations, other than successful completion of their current academic course work and proof of high school graduation.

Conditional Admission: In some cases a candidate who appears to meet the standard requirements for admission may experience delays in obtaining required documents. At the discretion of the Admission Committee, a student may be granted Conditional Admission pending receipt of required documents. Upon submission of the documents, the student will be granted regular status. All documents must be submitted within 30 days of matriculation.

Probation: In some cases candidates for admission may meet most of the criteria for admission but still not qualify for regular admission. At the discretion of the admission committee, such students may be admitted on probation. Students admitted on probation must meet the minimum stated grade point average requirement based on their class level in order to be removed from probationary status.

Early Admission: Early admission is possible for academically talented students who have completed their junior year of high school. To qualify for early admission, a student must meet specific academic criteria including a B+ or better high school average in a college preparatory program and completion of 15 of the 16 prescribed units, with a minimum total of 16 units. Students seeking early admission must also earn a minimum composite score of 1690 on the SAT or 25 on the ACT. A minimum of 550 on the verbal portion of the SAT or a minimum of 24 on the English subject area of the ACT is highly desirable. An interview is required for all early admission candidates.

Joint Enrollment: LaGrange College encourages qualified eleventh and twelfth grade students to consider simultaneous enrollment in LaGrange College and their high school. Georgia high school seniors may wish to consider participating in the Georgia Ace Program. Students wishing to apply for the joint enrollment program or Georgia Ace Program must submit the following materials: an application for admission, application fee, recommendation letter from the student's principal or headmaster, SAT or ACT scores, and a high school average that indicates that the student has the academic ability to be successful in the program.

Students applying for the Georgia Ace Program must also submit an official recommendation from the high school counseling office as well as a notarized statement attesting to the fact that they live within a 25 mile radius of LaGrange College and do not live within 25 miles of a public institution.

Transfer Admission: Students attending another institution may apply for transfer to LaGrange College provided they are eligible to return to their current institution at the time of entry to LaGrange College. A student may be accepted on probation under the standard probation regulations. Prior to admission to LaGrange College, the Office of Admission must receive all necessary documents, including official transcripts of all college course work. Applicants may enroll at the beginning of any semester.

LaGrange College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award degrees of Associate of Arts, Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Business Administration, Bachelor of Science in Nursing, Master of Education, and Master of Arts in Teaching. Accordingly, the college accepts course work from similarly regionally accredited colleges and universities. Academic credit is normally given to students for grades of "C" or above. Acceptable credit from a junior college is limited to 54 semester hours. Students enrolling from other senior colleges may be able to receive additional semester credit but LaGrange College residency requirements, the core curriculum, and appropriate major course work must be satisfied. Transfer students who have attempted any developmental-level course work must provide evidence that they have completed all requirements and successfully exited the program prior to evaluation by the admission committee. Members of Phi Theta Kappa may qualify for academic scholarships reserved for members of this society.

Transient Admission: Students currently enrolled in good standing at another college may enroll at LaGrange College as transient students. Approval of course work must be authorized by the primary institution on the Transient Application for Admission, which is available in the Admission Office. A permission letter from the student's home institution certifying status and granting permission for specific transient course work may also be sent.

Non-degree Undergraduate Admission: Students not working toward a degree may register as non-degree undergraduate students in any course for which they have the necessary prerequisites. An application for non-degree undergraduate student status may be obtained through the Admission Office. Students classified as non-degree undergraduate

students may become regular, degree-seeking, students by meeting requirements for regular admission. No more that 6 credit hours earned under this classification may be applied toward a degree.

Readmission to LaGrange College: Following an absence from LaGrange College of 3 or more semesters, or any time a student was not in good standing during the last term of attendance at LaGrange College, any student wishing to return to attempt additional course work must submit an Application for Readmission. This form is available in the Office of Admission. Students absent from LaGrange College for 2 semesters or less, and who were in good standing when he/she last attended LaGrange College may re-activate his/her file in the Registrar's Office. These students do not need to apply for readmission.

In the event that a student seeking readmission has attended another institution as a transfer student (not transient) since he/she left LaGrange College, then the student, if readmitted, is treated as a new transfer student. Students fitting this description are subject to the *Bulletin* in force at the time of transfer back to LaGrange College. Students who have not attended another institution are generally governed by the catalog in force at the time of their initial admission. However, students who have been out of school for four calendar years or more re-enter LaGrange College under the *Bulletin* in force at the time of readmission and resumption of study.

International Student Admission: Admission to LaGrange College requires submission of the international student application, application fee, and translated and certified documents attesting to the student's academic performance in secondary and/or university studies. Students seeking admission may submit one of the following to prove English proficiency:

Minimum TOEFL score of 500 (173 computer-based);

Certificate of completion of level 112 from the ELS Centers, Inc.;

Grades of "C" or better on G.C.E., G.S.C.E, or C.X.C. English examinations or equivalent tests;

Minimum SAT verbal score of 450;

Minimum ACT English section score of 21.

International students must submit an affidavit of support and financial statements demonstrating the ability to pay the cost of attendance for at least one year of study.

If the prospective student is in the United States, an interview at the

college is desirable. The Director of Admission should be contacted for an appointment as well as for the current interpretation of regulations with regard to obtaining an F-1 student visa.

Financial Information

EXPENSES

Payment of Charges

All charges for the semester are due and payable at the beginning of the term, and each student is expected to make satisfactory arrangements at that time. Students who pre-register and pay in advance of the deadline each semester are not required to attend final registration. Students completing registration after the Registration Day will be assessed a Late Registration fee as enumerated below. Realizing that some families prefer to pay on a monthly basis, the College has arrangements with AMS TuitionPay and FACTS to offer families this option. These plans are an agreement between the parent and the company; there is no involvement by LaGrange College in the agreements. For additional information, contact the Business Office. The College also offers a deferred payment option that allows students to make monthly payments to cover educational costs. Interest will be assessed to students utilizing this option.

In addition to cash and check, the College accepts American Express, Discover, MasterCard, and VISA as payment of charges on a student's account. Online payments are also available through the College's website.

Charges

1. Admission

Application for admission (non-refundable) $20.00

2. Tuition

A. Undergraduate

(1) Part-time per semester hour

(1-11 or greater than 15) $668.00

(2) Full-time (12-15 semester hours) $8100.00

(3) Nursing (NSG) courses—per semester hour $668.00

B. Summer Term charges are listed in the summer brochure.

Students may request information regarding offerings and charges from the Registrar's Office.

C. Audit (per semester hour) $668.00

3. **Room and Board**
   Boatwright, Hawkes, Henry, Pitts, and Turner
   (per semester) $3,337.00

   Candler and Vernon (per semester $3,450.00

   (Note: All students living in dormitories are required to pay room and board.)

4. **Private Room**
   Private rooms are abailable at an additional charge
   (per semester) $685.00

After the beginning of the semester any student occupying a double room alone will be charged the private rate. If a student occupying a double room alone does note wish to pay the private room rate, it is that student's responsibility to find a suitable roommate. Willingness to accept a roommate does not constitute grounds for waiving the single room charge.

Fees - Miscellaneous

Late registration (after Registration Day)	$50.00
Personal checks failing to clear	$25.00
Student Identification Card replacement fee	$15.00
Document Fee (International Students)	$175.00
Parking Permit	$15.00
Testing Fee (All New Students)	$60.00
Room deposit (Refundable)	$100.00
Admission Deposit (New Students)	$100.00

Summary of Standard Charges	Per Semester	Per Year
Non-Dormitory Students:		
Tuition (full-time with 12-15 hours)	$8,100	$16,200
Dormitory Students:		
Boatwright, Hawkes, Henry, Pitts, and Turner residents		
Tuition (full-time with 12-15 hours)	$8,100	$16,200
Room and Board	$3,337	$6,674
	$11,437	$22,874
Dormitory Students:		
Candler and Vernon Road residents		
Tuition(full-time with 12-15 hours)	$8,100	$16,200
Room and Board	$3,450	$6,900
	$11,550	$23,100

All undergraduate degree-seeking students taking twelve or more hours who have been residents of the state of Georgia for twelve consecutive months are eligible to receive a Tuition Equalization Grant (TEG) regardless of need. The State Legislature establishes the amount of this grant.

In addition, Georgia students who are entering freshmen as Hope Scholars (B or better high school grade point average) will receive a $3,000 academic scholarship per year from the Georgia Hope Scholarship program as long as a "B or better" average is maintained. Eligibility is determined every term by the Financial Aid Office.

Fees relating to the Evening and Graduate Programs are included in a separate bulletin pertaining to those programs. You may contact the College to receive a copy of those publications.

Federal Tax Credits

The Tax Reform Act of 1997 provided two tax credits for higher education. The Hope Scholarship Credit provides up to a $1,500 tax credit for the first two years of postsecondary education in a program that leads to a degree, certificate, or other recognized educational credential. The student must be enrolled at least halftime. Qualified expenses are tuition and fees, and do not include room, board, books, insurance, and other similar expenses.

The Lifetime Learning Credit provides up to a $2,000 per year tax credit per family after the first two years of higher education. These tax credits are phased out as the modified adjusted gross income exceeds certain limits. Please check with your tax advisor regarding these limits. For additional information about these credits, please consult the Business Office or your tax preparer.

Miscellaneous

Depending upon individual requirements, a student may expect to spend $750 to $1,000 per year on books and personal expenses.

The above charges are applicable to an academic year of two semesters. Summer term charges and Interim Term fees, and curriculum, are available in separate bulletins.

Nursing students should consult the Nursing Division concerning required nursing supplies and their projected costs.

All students must present the College with a proof of health insurance at the time of registration and complete a waiver form including provider

name and policy number. If the student does not have insurance, the College will assess the student for a limited coverage group sickness and accident insurance policy.

Official transcripts and diplomas are withheld for any student who has a financial obligation owed to the College.

Credit Balances

Students who have a credit balance on their student accounts receivable may obtain a credit balance refund within fourteen (14) calendar days whichever is the latest of:

- the date the balance occurs,
- the first day of classes of a payment period or enrollment period, as applicable, or
- the date the student rescinds authorization given the school to hold the funds.

Refund and Repayment Policies

No refund of any nature will be made to any student who is suspended or dismissed for disciplinary reasons.

No refund will be made for individual courses dropped after the end of the drop/add period as established by the school calendar.

Refunds will be processed within thirty (30) days of notification of a Complete Withdrawal. A Complete Withdrawal date is defined by:

- the earlier of date student began school's withdrawal process or date student otherwise provided "official" notice; or
- if student did not notify school, the midpoint in the term; or the date of student's last attendance at documented academically-related activity, or
- if student did not notify due to circumstances beyond student's control, date related to that circumstance.

Refund Policies – Tuition and Fees

A student withdrawing from the College must submit a Complete Withdrawal Form, which is available in the Registrar's Office. The student should also consult the Financial Aid Office and the Business Office to determine the financial consequences of a Complete Withdrawal.

The Department of Education requires all unearned Title IV funds to be returned to the program from which such aid was awarded. The College will credit a student's account for all unearned institutional charges. The Department of Education defines institutional charges as "all charges for tuition, fees, and room and board, and expenses for required course materials, if the student does not have a real and reasonable opportunity to purchase the required course materials from any place but the school."

In the event of a Complete Withdrawal from the College, refunds of institutional charges will be calculated as follows: The College calculates the amount of federal grant and loan funds the student has earned during the term by dividing the number of days a student actually completes by the total number of days within the term (excluding breaks of five days or more). The resulting percentage is multiplied by the amount of federal funds that were applied to the student's account. This is the amount the student actually earned. The remainder is returned to the federal program. If the resulting percentage is 60 percent or greater, the student would be entitled to 100 percent of the federal funds. Tuition credits will be applied to the student's account in the same manner as the return of federal funds. After the student has completed 60 percent of the term, there will be no refund of institutional charges.

In certain cases, these refund requirements may leave an indebtedness on the student's account. This may also require the student to reimburse the Department of Education for some or all of the applicable Federal Pell and SEOG funds. It is therefore imperative that the students fully discuss the ramifications of a Complete Withdrawal with the Financial Aid Office prior to making a final decision.

A student will not receive a refund until all financial aid programs have been reimbursed. Refunds will be returned in the order indicated below:

Unsubsidized Federal Stafford Loan Program

Subsidized Federal Stafford Loan Program

Federal Perkins Loan Program

Federal PLUS Program

Federal Pell Grant Program

Federal SEOG Program

Other Title IV Programs

Other state, private, or institutional assistance programs

To the student

Refund Policies – Room and Board

If a student does not enroll, the room deposit is refundable if the student notifies the College of his/her cancellation by May 1st. There is no refund of room deposits after this date. No refund of room or board will be made if a student withdraws from the dormitory after registration. In the event of a Complete Withdrawal from the College, there is no refund of ROOM charges. The BOARD charges will be prorated at $15 per day from the move-in date.

Student Repayment Policy

Students who receive cash disbursements after registration for that enrollment period will be assessed liability for repayment of the appropriate percentage of the refund due the Title IV programs upon withdrawal, expulsion, or suspension.

Students who receive cash disbursements that are attributable to Federal Pell or SEOG programs may owe a repayment of these funds to the College to prevent an overpayment. A student who owes a repayment will be deemed ineligible for any financial assistance from any source until the student has resolved the overpayment. Repayments will be allocated to the student aid programs in the following order: Pell Grant, SEOG, other Title IV programs, and then to the institution.

Students have 45 days from the date of their notification to make arrangements for repayment of the aid received. If they fail to make satisfactory arrangements within the 45-day time period, the account will be submitted to the Department of Education and the student could lose future eligibility for financial aid programs.

Financial Aid

Philosophy

Recognizing the significant investment students and families make when choosing a private college, LaGrange College offers a variety of assistance and payment options. We expect students and families to use a combination of scholarships, grants, loans and work to meet college costs. These resources may come from family, college, community, and state or federal sources. Payment plans are available to distribute required payments over the course of an academic year or for longer terms using PLUS loans. We encourage students to apply for financial aid and scholarships as early as possible to maximize eligibility to all types of assistance.

Financial Aid Eligibility Requirements

In general, to be eligible for financial assistance, the applicant must:

- Be a U.S. Citizen or permanent resident alien of the United States.
- Be admitted or currently enrolled in an approved degree-seeking or teacher certification program.
- Have a high school diploma or a General Education Development (GED) Certification, or pass an approved Ability-to-Benefit test.
- Be making Satisfactory Academic Progress towards the completion of their degree program.
- Not be in default on any federal educational loan or have made satisfactory arrangements to repay the loan.
- Not owe a refund on a federal or state grant.
- Not have borrowed in excess of federal loan limits.
- Be registered with Selective Service, if required.

Financial Aid Application Procedures

Applicants for financial aid must:

- Apply and be admitted as a degree-seeking student in an eligible program at LaGrange College.
- Complete and submit a Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA annually.

- Complete a Georgia Tuition Equalization Grant Application, if applicable.
- Submit all required documents for verification, if selected.

Determining Financial Need

Students seeking financial assistance must complete the federal need analysis form, the Free Application for Federal Student Aid (FAFSA). The FAFSA collects parental and student income and asset information needed to determine eligibility for financial aid. This information is used in a federal need analysis formula to determine the Expected Family Contribution (EFC).

The Financial Aid Office establishes a Cost of Attendance Budget each year. The Cost of Attendance Budget includes tuition, fees, room, board, books, supplies, and living expenses. Other components of the Cost of Attendance, which is applied on an individual basis, are childcare expenses, study abroad, and the purchase of a computer. These items may require documentation from the student. Below is the Cost of Attendance Budgets for the 2005-2006 academic year.

Dependent Undergraduate Day Program	$26,150
Independent Undergraduate Day Program	$26,900
Dependent Undergraduate Nursing Program	$30,910
Independent Undergraduate Nursing Program	$31,660

The Expected Family Contribution (EFC) is deducted from the Cost of Attendance at LaGrange College to determine whether a need for financial assistance exists. If the family's EFC is less than the Cost of Attendance, a financial need is established. The Financial Aid Office attempts to meet the demonstrated financial need of applicants with federal, state, and institutional grants and scholarships, work programs, and student loans.

Satisfactory Academic Progress

The United States Department of Education requires institutions of higher education to establish a satisfactory academic progress policy to be applied to all recipients of federal financial aid. Satisfactory academic progress means the student is progressing in a manner consistent with fulfilling their degree or certification requirements. Satisfactory academic progress is evaluated throughout the course of the degree program. A Satisfactory Academic Progress policy must include

two components: qualitative and quantitative. Qualitative measures cumulative grade point average. Quantitative measures the number or percentage of courses completed. The quantitative component also establishes the maximum time frame for completing a degree program. Financial aid recipients must meet both of these standards to receive financial aid.

The standards established in the Satisfactory Academic Progress policy apply to the following financial aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Stafford Loan (subsidized and unsubsidized), Federal Parent Loan for Undergraduate Students (PLUS), Federal Work Study, HOPE Scholarship, Georgia Tuition Equalization Grant (GTEG), Georgia LEAP, State Service Cancelable Loans, LaGrange College Grant, Lettie Pate Whitehead Grant, Clark and Ruby Baker Grant, all LaGrange College Academic and Merit scholarships, and LaGrange College Work Aid.

Note: HOPE scholarship guidelines require a cumulative grade point average of 3.0 to maintain eligibility.

Qualitative Standard

Federal regulations require a student to have a grade point average that is consistent with the institution's policy governing academic progress. LaGrange College has set the following minimum grade point average requirements. The Registrar and Academic Dean monitor this component of the policy each term.

Classification	Minimum Cumulative Grade Point Average
Freshman	1.65
Sophomore	1.75
Junior	1.85
Senior	2

Quantitative Standard

Students receiving funds from any of the financial programs covered under this policy must demonstrate measurable progress toward the completion of their degree program. LaGrange College requires students to successfully complete 67% of the credit hours for which the student

enrolls each academic term. The credit hours considered under this policy will be those for which the student is registered at the conclusion of late registration. Grades of A, B, C, or D are considered as successful completion of a course. Grades of F, W, WF, NR, or I are considered failing and do not count as successfully completed courses. Audited courses are not considered in either the quantitative or qualitative standards.

Maximum Time Frame

Federal regulations allow a student to receive financial assistance for no more than 150% of the credit hours required to complete the degree program. Therefore, students pursuing a bachelor's degree must complete their program within 162 attempted semester credit hours. Most students will complete the program within the time frame. However, frequent withdrawals from courses or school, change of major, failed courses, repeated courses, or courses taken that are not related to your degree program could jeopardize financial aid eligibility. All attempted hours are considered when reviewing maximum time frame.

Transfer students must complete their program within a maximum of 162 attempted semester credit hours. Hours transferred to and accepted by LaGrange College from other institutions are considered in the maximum time frame. For example, if a student has 75 credit hours acceptable towards their degree program, the student may receive financial assistance for 87 additional credit hours.

Students pursuing an additional bachelor's degree are allowed an additional 60 semester hours to complete the degree.

Evaluation

The cumulative academic history of all financial aid recipients is reviewed each term to determine if the student is meeting the quantitative, qualitative and time frame standards. This includes all courses attempted regardless of whether financial aid was received or not. Transfer grade point averages are not considered in either of these standards. However, accepted transfer credit hours will be considered in the maximum time frame for completing a degree program. Students who fail to meet both of these standards will be placed on financial aid probation. Students placed on financial aid probation are eligible for financial aid during the probationary term. If the student does not meet the satisfactory academic progress standards at the end of the probationary term, future financial aid will be terminated effective with

the next term of enrollment. Students whose financial aid is terminated may appeal to the Financial Aid Appeals Committee for re-instatement of financial aid. The chart below indicates the minimum credits a student must earn to meet the quantitative standard.

Total Attempted Hours	Minimum Earned
30	20
60	40
90	60
120	80
150	100
180	120

Appeal Process

Student financial aid recipients who lose their eligibility for financial aid may appeal in writing to the Financial Aid Appeals Committee except for loss of eligibility due to time frame. Appeals must be submitted in writing to the Director of Financial Aid outlining any mitigating circumstance(s) that influenced the student's academic performance, documentation of circumstance(s), if applicable, and the manner by which the deficiency will be resolved. The Director will convene the Financial Aid Appeals Committee to evaluate the request for reinstatement of financial aid eligibility. The Director of Financial Aid will notify the student in writing of the decision of the Committee and any conditions associated with reinstatement. Students whose appeals are approved will receive financial aid on probationary status for the next term of enrollment and will have their academic performance reviewed at the end of that term for continued eligibility.

Student Financial Aid Policies

- Financial aid applications for the up coming academic year are available beginning January 1 in the financial aid office or on the web at **www.lagrange.edu/finaid.htm** by clicking on "Apply for Financial Aid."
- Due to the demand for financial assistance, the Financial Aid Office awards aid to eligible students on a first-come, first-served basis. In awarding, first priority is given to students pursuing their

first undergraduate degree. Transient, non-degree seeking, and unclassified students are not eligible for financial assistance.

- All financial aid applications and documentation for verification must be submitted before an official financial aid award letter is mailed.
- In constructing a financial aid award, funding is awarded in this order: grants and scholarships, student loans, and student employment.
- External sources of financial aid available to a financial aid recipient must be considered in the awarding of Federal, State, and LaGrange College need-based financial aid programs. LaGrange College reserves the right to cancel or reduce financial aid awards in the event that these resources result in financial aid in excess of financial need.
- Financial aid awards are made assuming full-time enrollment. Most LaGrange College and state financial aid programs require full-time enrollment. However, financial assistance is available to students enrolled at least half-time.
- A student's enrollment status will be based on the credit hours for which the student is registered at the conclusion of late registration. All financial aid awards will be calculated using final registration information. If it is later determined that attendance in all or some courses cannot be documented, financial aid awards will be adjusted and any ineligible funds must be repaid by the student.
- Financial aid awards will be disbursed on the first day of classes provided all required documents and eligibility requirements are met.

Sources of Financial Aid

There are a variety of financial aid resources available to assist students with funding their college education. These resources are in the form of scholarships, grants, loans, or student employment and are made possible by funding from federal, state, and institutional sources. Although financial need is a primary factor in financial aid eligibility, there are financial aid programs available to students who do not demonstrate financial need. These programs may be awarded based on residency, merit, academic excellence, talent, and or criteria.

LaGrange College Academic Scholarships

Presidential Scholarship is a four-year, renewable academic scholarship awarded to incoming freshmen on the basis of academic achievement in high school, SAT or ACT test scores, and interviews with the Scholarship Selection Committee at the Scholar Weekend Competition. Recipients of this prestigious award receive full tuition, mandatory fees, room, and board.

The Founders Scholarship is a four-year, renewable academic scholarship awarded to incoming freshmen on the basis of academic achievement in high school and SAT or ACT test scores. The annual scholarship award is $8,000 for freshmen enrolling fall 2005.

The LaFayette Scholarship is a four-year, renewable academic scholarship awarded to incoming freshmen on the basis of academic achievement in high school and SAT or ACT test scores. The annual scholarship award is $6000 for freshmen enrolling fall 2005.

The Quadrangle Scholarship is a four-year, renewable academic scholarship awarded to incoming freshmen on the basis of academic achievement in high school and SAT or ACT test scores. The annual scholarship amount is $4500 for freshmen enrolling fall 2005.

The Hilltop Scholarship is a four-year, renewable academic scholarship awarded to incoming freshmen on the basis of academic achievement in high school and SAT or ACT test scores. The annual scholarship amount is $3000 for freshmen enrolling fall 2005.

LaGrange College HOPEMatch is awarded to enrolling freshmen, beginning with Fall 2002, who graduate from high school as a HOPE Scholar or from an out of state high school with a 3.0 or better grade point average. The award is a maximum of $3,000 per year. Students awarded academic scholarships will receive the greater of the HOPEMatch or the academic award.

LaGrange College Fine Arts Scholarships are scholarships awarded to students who excel in the areas of Art and Design, Music, and Theatre Arts. Scholarships are awarded based on academic promise, audition and portfolio. The departments' Scholarship Committee determines scholarship recipients. Auditions or portfolio reviews are required.

Sandra Kratina Nursing Scholarship is a renewable academic scholarship awarded to students pursuing careers in Nursing. Scholarships are awarded based on academic excellence, promise, character and interview. The Division of Nursing determines scholarship recipients.

Phi Theta Kappa Scholarship is a two-year, renewable academic scholarship awarded to qualified transfer students who are U.S. citizens or permanent resident aliens fully inducted into Phi Theta Kappa Honor Society. Recipients must hold Associates of Arts or Associate of Science degrees from an accredited two-year college and have earned a minimum grade point average of 3.5. This scholarship is $6,000 annually.

Transfer Scholarships are awarded to students transferring to LaGrange College from a college or university with a minimum of 30 semester hours and a minimum grade point average of 3.0 or higher. The number and amount of scholarships varies.

Troup County Scholarship is a four-year, renewable academic scholarship awarded to incoming freshmen who reside in Troup County and have a 3.0 or better high school grade point average, a SAT score of 1000 or ACT score of 22 or better. The Office of Admission determines the recipients of this scholarship.

LaGrange College Methodist Scholarships are available to active members of the United Methodist Church. These scholarships are non-need based and are awarded based on academic excellence, church activities, essay and recommendation from the minister. The Office of Admission determines the recipients of this scholarship.

Federal Financial Aid Programs

Federal Pell Grant is awarded to undergraduate students pursuing a first bachelor's degree. The student's Expected Family Contribution, Cost of Attendance, and enrollment status determines the Pell award. Students enrolling less than full-time qualify for a prorated amount of Pell Grant based on their enrollment status.

Federal Supplemental Educational Opportunity Grant is awarded to undergraduate students with exceptional financial need. Priority is given to students eligible for Federal Pell Grant.

Federal Work-Study provides employment opportunities for undergraduate and graduate students with financial need to defray educational expenses. Jobs are available on campus and off-campus in community service activities. Students are paid at least the federal minimum wage rate and are paid monthly.

Federal Perkins Loan is a low interest, repayable loan awarded to undergraduate and graduate students with exceptional financial need. The interest rate is 5% and no interest accrues on the loan while the

borrower is enrolled half-time and during the grace period. Repayment begins nine months after graduating or withdrawal from school. This loan program has cancellation provisions for critical fields of study. Contact the Financial Aid Office for more information.

Federal Stafford Loan is a low interest, repayable loan available to undergraduate and graduate students regardless of income. The interest rate is variable but will not exceed 8.25%. Federal Stafford Loans have a six (6) month grace period before repayment begins with a standard repayment period of ten (10) years. Loans are available through banks, credit unions, and other lending institutions. The Stafford Loan Program is composed of two loan types, subsidized and unsubsidized. A subsidized loan is awarded on the basis of financial need. Subsidized loan borrowers will not pay interest on the loan while enrolled in school, during the grace period or during authorized periods of deferment. The federal government pays the interest. An unsubsidized loan is not awarded on the basis of financial need. Any student regardless of income may participate in this loan program. However, interest does accrue while the student is enrolled in school, during the grace period, and during periods of deferment. The borrower has the options of paying the accrued interest or having the interest capitalized. Capitalization adds the interest to the principal amount of your loan. This option will increase your loan indebtedness.

The annual maximum awards from the Federal Stafford Loan Program are based on the borrower's classification and dependency status.

Federal Parent Loan for Undergraduate Students (PLUS) is available to the parents of a dependent student to defray remaining educational expenses after all other financial aid resources are exhausted. Eligible applicants may borrower up to the cost of attendance less other financial aid. The interest rate will not exceed 9%. Unlike the Federal Stafford Loan program, PLUS borrowers must be credit worthy to qualify for this loan and repayment begins within 60 days of the loan disbursement. If the parent borrower is denied a PLUS, the borrower may appeal to the lender if an extenuating circumstance exists.

State of Georgia Student Financial Assistance Programs

The State of Georgia provides several financial aid programs to assist residents of Georgia. Recipients of these programs must meet financial

aid eligibility and Georgia residency requirements. An applicant for financial aid will be considered a resident of Georgia if he/she can demonstrate that he or she has physically resided in the state for twelve consecutive months prior to the term that state financial assistance is sought and can provide documentation of intent to remain indefinitely. Acceptable documentation of intent to remain indefinitely includes but is not limited to a Georgia driver's license, voter registration card, automobile registration or other definitive evidence. Residency is established twelve months from the date the documentation was issued. The residency of the supporting parent drives the residency of a dependent student. The Director of Financial Aid makes final determination of residency.

Georgia LEAP Grant is a State of Georgia need-based grant awarded to Georgia residents who qualify for Federal Pell Grant and have substantial financial need. The annual amount is contingent upon appropriations by Congress and the Georgia Legislature.

Georgia Tuition Equalization Grant is a non-need-based grant awarded to Georgia residents attending a private college or university as a full-time student. The annual amount is contingent upon funding by the Georgia Legislature.

The HOPE Scholarship Program is a lottery-funded scholarship for Georgia residents who graduate from high school with a 3.0 or better grade point average in specific academic courses as reported by their high school. A HOPE Scholar is eligible for $1,500 per semester as a full-time student. Effective fall 2004, HOPE Scholars at private colleges and universities enrolled half-time are eligible for $750 per semester. HOPE Scholars must maintain a 3.0 or better grade point average for continued eligibility. HOPE Scholars are evaluated at increments of 30, 60, and 90 semester hours for continued eligibility. In addition to these evaluation points, effective spring 2005, all HOPE Scholars will be evaluated each spring semester regardless of whether an evaluation point has been reached for continued HOPE Scholarship eligibility. Students who did not graduate from high school as a HOPE Scholar may become eligible for the HOPE Scholarship after completing 30, 60, or 90 semester hours. This is provided the student's cumulative grade point average is a 3.0 or better and the student is a Georgia resident at the time the student becomes eligible for the HOPE Scholarship. The calculation of grade point averages for HOPE purposes must include all courses attempted since their high school graduation.

HOPE Promise Scholarship provides forgivable loans to undergraduate students who plan to teach in Georgia upon completing their education degree. Applicants must be of junior standing with a 3.0 or better grade point average. Georgia residency or full-time attendance is not a requirement.

Law Enforcement Personnel Dependents Grants provides non-repayable grants of up to $2,000 per year to eligible Georgia residents who are dependent children of Georgia law enforcement officers, prison guards, or firemen who were permanently disabled or killed in the line of duty.

Service Cancelable Stafford Loans provide forgivable Stafford loans to Georgia residents who are pursuing degrees in areas where there is a critical shortage of qualified professionals. The terms and conditions of a service cancelable loan are the same as for a Federal Stafford loan except the student may cancel the loan in full by working one year at an approved Georgia location for each academic year funding was received. The cancellation benefit will be principal and accrued interest. The only approved critical field at LaGrange College is nursing. Funding in this program is limited. Awards are made on a first-come, first-serve basis.

LaGrange College Financial Assistance Programs

LaGrange College assists students in defraying the cost of attending our institution by offering institutional grants, scholarships and student employment to eligible students.

LaGrange College Grant is available to undergraduate degree seeking students enrolled full-time. Eligibility is based on financial need and academic promise. Recipients of this grant assistance must be in good academic standing.

Lettie Pate Whitehead Grant is available to female students enrolled full-time with financial need. Eligible recipients must reside in Georgia, Alabama, South Carolina, Tennessee, Florida, Mississippi, or Louisiana. The funds are made possible by an annual gift from the Lettie Pate Whitehead Foundation.

LaGrange College Methodist Scholarships are available to active members of the United Methodist Church. These scholarships are non-

need based and are awarded based on academic excellence, church activities, essay, and recommendation from the minister.

LaGrange College Work Aid Program provides students, regardless of financial need, with opportunities to earn additional money for school through employment in campus departments and community service activities.

Student Financial Aid and Federal Tax Implications

Students receiving scholarships and grants that exceed their tuition, fees, books and supplies should be aware that these funds are taxable under federal and state tax law. It is important that students maintain records of their grants and scholarships and documentation of educational expenses for reporting purposes.

Federal tax law allows for only qualified scholarships and grants to be excluded from income. Qualified scholarships are any amount of grant and scholarship received that is used for tuition, fees, books, supplies and equipment required for course instruction. Scholarships and grants that are specifically designated for educational expenses other than those described under qualified scholarships (room, board, transportation, or living expenses) are taxable.

For information, please read IRS Publication 520, "Scholarships and Fellowships," for more details on reporting requirements or consult a tax professional.

Suspected Fraud

Institutions are required to report cases of suspected fraud to the Office of the Inspector General of the Department of Education, or, if more appropriate, to the state or local law enforcement agency having jurisdiction to investigate these allegations. Fraud may exist if the institution believes the applicant misreported or altered information in order to increase their financial aid eligibility or fraudulently obtained federal funds.

Student Life

The Student Life staff is concerned with providing those services which assist individuals in their personal growth. Their purpose is to provide assistance which facilitates the development of the total person. At LaGrange College, the emphasis is upon the intellectual, social, physical and spiritual development of each student.

Student Life involves a wide variety of programs and activities. The broad range of available services is an outgrowth of complex student needs: orientation, activities, student government, organizations, health services, wellness programs, parking, food service, discipline, leadership development, personal counseling, career development and placement, fraternities and sororities, and all residence programming. The Student Life staff is committed to creating a positive climate within which personal growth and development occur.

Student Conduct

LaGrange College, as a church-related college, is committed to an honorable and seemly standard of conduct. As an educational institution the College is concerned not only with the formal in-class education of its students, but also with their welfare and their growth into mature men and women who conduct themselves responsibly as citizens.

Regulations of the College are formulated to meet changing student needs within the framework of college policy. These regulations become effective when the student enrolls. Some regulations may not be agreeable to everyone because they have been formulated to meet the needs of the entire group. This however, does not lessen the individual's obligation to uphold them. Regulations do not have as their primary purpose the punishment of the individual. The regulations are formulated to insure the right of all community members to have the best possible living and learning conditions.

The College reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continuation in the school is detrimental to himself or his fellow student.

Furthermore, students are subject to federal, state and local laws as well as College rules and regulations. A student is not entitled to greater immunities before the law than those enjoyed by other citizens generally. Students are subject to such disciplinary action as the administration of the College may consider appropriate, including possible suspension and expulsion for breach of federal, state or local laws, or College

regulations. This principle extends to conduct off campus which is likely to have adverse effect on the College or on the educational process or which stamps the offender as an unfit associate for the other students. A complete description of student conduct policies, rules and regulations can be found in the Student Handbook, which is published in the Panther Planner each year.

Statement of Policy on Harassment

All members of the college community have the right to be free from discrimination in the form of harassment. Harassment may take two forms: (1) creating a hostile environment, and (2) quid pro quo.

A hostile, demeaning, or intimidating environment created by harassment interferes with an individual's full and free participation in the life of the College.

Quid pro quo occurs when a position of authority is used to threaten to impose a penalty or to withhold a benefit in return for sexual favors, whether or not the attempt is successful. Sexual harassment may involve behavior by a person of either gender against a person of the same or opposite gender. It should be noted that the potential of sexual harassment exists in any of the following relationships: student/student, faculty/student, student/faculty, and faculty/faculty. Here and subsequently "faculty" refers to faculty, staff, and administration. Because of the inherent differential in power between faculty and students, sexual relationships between faculty and students are prohibited.

Sexual harassment may result from many kinds of behavior. These behaviors may range from the most egregious forms, such as sexual assault, to more subtle forms. Explicit behaviors include but are not limited to requests for sexual favors, physical assaults of a sexual nature, sexually offensive remarks, and rubbing, touching or brushing against another's body. More subtle behaviors may be experienced as intimidating or offensive, particularly when they recur or one person has authority over another. Such behaviors may include but are not limited to unwelcome hugs or touching, inappropriate staring, veiled suggestions of sexual activity, requests for meetings in non-academic settings, and risqué jokes, stories, or images.

Accusations of harassment which are made without good cause shall not be condoned. Such accusations are indeed grievous and can have damaging and far-reaching effects upon the careers and lives of individuals.

Any member of the college community having a complaint of harassment may raise the matter informally and/or file a formal complaint. The informal process is an attempt to mediate between the parties in order to effect a mutually agreeable solution without entering into the formal hearing process.

A. Informal Procedures

The following informal procedures may be followed:

- Clearly say "no" to the person whose behavior is unwelcome.
- Communicate either orally or in writing with the person whose behavior is unwelcome. The most effective communication will have three elements:
- a factual description of the incident(s) including the time, place, date, and specific behavior,
- a description of the complainant's feelings, including any consequences of the incident,
- a request that the conduct cease.
- Speak with a department chair, dean, director, counselor, or chaplain who may speak to the person whose behavior is unwelcome. The name of the complainant need not be disclosed. The purpose of such conversation is the cessation of the unwelcome behavior.
- In the case of harassment of a student, it may be appropriate first to seek the advice of his or her advisor.

B. Formal Procedures

To initiate a formal grievance procedure the complainant shall submit a written statement to the President of the College. The President, after such consultation as is deemed appropriate, will appoint a three-member Review Committee from among the membership of the Institutional Planning Council, the Academic Council, or other College committees as the President deems appropriate. Members of the Review Committee will then meet to discuss the complaint. Unless the Committee concludes that the complaint is without merit, the parties to the dispute will be invited to appear before the Committee and to confront any adverse witnesses. The Committee may conduct its own inquiry, call witnesses, and gather whatever information it deems necessary to assist in reaching a determination as to the merits of the accusation. Once a determination has been reached, the Committee shall report its findings to the President of the College.

Possible outcomes of the investigation are (1) that the allegation is not warranted and cannot be substantiated, (2) a negotiated settlement of the complaint, or (3) that the allegation is substantiated requiring a recommendation to the President that disciplinary action be taken.

C. Faculty

In the case of a faculty member subject to the provisions of the Parts A or B of the 1977 tenure settlement, the Tenure Committee will be involved. Discipline or dismissal of a faculty member will follow the procedure outlined in the *LaGrange College Tenure Regulations*.

For those faculty members subject to the provisions of the 1999 tenure policy, the Promotion and Tenure Committee will be involved according to the procedures defined in the 1999 tenure policy.

D. Appeals

Faculty, staff, administration, and students can appeal a final decision regarding a complaint to the Executive Committee of the Board of Trustees.

E. Special Circumstances

If the President of the College is the accused, the case is referred to the Executive Committee of the Board of Trustees.

If the chairperson of the Review Committee is the accused, the complaint shall be submitted to the President of the College. If any member of the Review Committee is the accused or for reason of prejudice must be recused, the President of the College shall appoint another member.

F. Confidentiality

The right to confidentiality of all members of the college community will be respected in both formal and informal procedures insofar as possible.

LaGrange College is committed to preventing harassment. To that end, this policy and these procedures will be printed in appropriate College publications. In addition, educational programs will be conducted annually by the College to (1) inform students, faculty, staff, and administration about identifying harassment and the problems it causes; (2) advise members of the college community about their rights and responsibilities under this policy; (3) train personnel in the administration of this policy. The Harassment Policy and Procedures will be issued to all incoming students and personnel.

Aims of Student Development Services

- To facilitate the transition from high school to college.
- To develop and sustain—through student-involvement activities, organizations and services— a campus life encouraging the cultural, intellectual, social, physical and religious development of all students.
- To assist students in discovering life goals and exploring career opportunities.
- To create an environment which stimulates qualities of self-discipline and personal responsibility.
- To provide a suitable context whereby the student can explore new ideas, skills and life styles, thus gaining the insight and experience necessary to make intelligent choices.
- To provide opportunity for the student to develop the understanding and skills required for responsible participation in a democratic community through involvement in self-government.
- To serve a supervisory role in campus disciplinary concerns; to develop, with campus community involvement, and to distribute the necessary rules and regulations for a harmonious and productive college community.
- To mediate, where necessary, conflicts between individuals and campus community standards.
- To provide a comfortable, clean, safe environment that enhances the personal growth as well as the academic pursuits of resident students.
- To collect retention data and to suggest/plan programs and strategies to increase retention based on data collected.

Residence Programs

Resident Classification

All traditional day students taking eight or more hours are required to live in college housing, so long as appropriate campus housing is available. The Dean of Students may exempt a student for one of the following reasons:

1. The student is married.

2. The student is residing exclusively with parents or legal guardian in the parent's primary residence within a thirty-mile radius of the College.

Students are assigned rooms of their choice in so far as facilities permit. Generally, freshmen are assigned to double rooms in Boatwright (men) and Pitts or Hawkes Hall (women). Roommates are assigned by mutual preference whenever possible. The College reserves the right of approval of all room and residence hall assignments. Also, the College reserves the right to move a student from one room or residence hall to another room or residence hall during the year. Resident students are required to subscribe to the board plan.

Room Deposit

A room and tuition deposit of $200 is required of all resident students. The room deposit ($100) is not a prepayment to be applied to residence hall charges but will remain on deposit with the College to be refunded, provided the student's account with the College is cleared, upon one of the following: (1) change of status from resident student to commuter student, (2) formal withdrawal, or (3) graduation. The room reservation/damage deposit serves as a room reservation while the student is not occupying college housing and is refundable if a student cancels his/her reservation by the following dates: May 1 for fall semester, December 1 for spring semester. It serves as a damage deposit while the student is occupying college housing and is refundable when the student leaves the College housing minus any unpaid assessments and/or any debt owed to the College. Complete residence information and regulations can be found in the Student Handbook.

Residence Hall Activities

Residence Advisors also function as a governing body and coordinating committee. They plan activities within the residence halls such as cookouts, movie nights, decorating contests and other special events.

Student Government and Other Organizations

The Student Government Association exists to serve as a medium for student expressions, to coordinate campus activities, to promote good citizenship and to govern within the parameters granted by the President of the College. The SGA is an important part of student life. Upon acceptance into the College, a student automatically becomes a

member of the association. All students are encouraged to become active members, so that the association is a truly representative body of student thought and opinion, voicing the needs and concerns of the student body.

The SGA is charged with responsibility of planning and presenting student programs. They sponsor concerts, dances, movies, and many other special events.

Student publications are supported by the LaGrange College; these include The Hilltop News, a student-produced newspaper, and The Scroll, and annual creative arts magazine.

Traditional Activities

Homecoming	Fall weekend featuring a concert, a parade various alumni activities and culminating with crowning of Queen.
May Day	Step sing and concert
Greek Week	Week of activities centering around campus Greek life
Quadrangle Dance	Spring Formal scheduled around Valentine's Day

There are numerous activities planned by the SGA and the Programming Board. Please consult the Student Handbook for specific dates.

All clubs and organizations are sanctioned by LaGrange College. These include:

Social Sororities
Alpha Omicron
PiKappa
DeltaPhi Mu

Social Fraternities
Delta Tau Delta
Kappa Sigma
Pi Kappa Phi

Service Clubs
Hilltoppers
The Environmental Club
Habitat for Humanity

Student Publications
The Hilltop News (newspaper)
The Scroll (magazine)

Religious Organizations
Baptist Student Union
Interfaith Council
Wesley Fellowship

Fellowship for Christian Athletes

Honorary Organizations

Alpha Psi Omega (drama)
Delta Mu Delta (business administration)
Lambda Alpha Epsilon (social work)
Phi Alpha Theta (history)
Omicron Delta Kappa (leadership)
Omicron Delta Epsilon (economics)
Psi Chi (psychology)
Sigma Tau Delta (English)
Phi Eta Omega (pre-health professions)
Kappa Delta Pi (Education Honor Society)
CRIS- Campus Recreation Interest Groups and Intramural Sports
Student Nurses Association
Art Student League
Business and Economics Society
Student Education Association
Association of Computer Machinery

The Student Handbook is published by the Student Development Office and contains guidelines and regulations for successful campus life. It appears in each year's Panther Planner.

Programs, Exhibitions and Forum Lectures

A balanced and comprehensive program of lectures, music performances, dramatic presentations, workshops and other activities contribute to student enrichment. Tuesdays and Thursdays from 11:15 a.m. until 12:20 p.m. are reserved for programs, exhibitions, and forum lectures.

Athletic Program

LaGrange College is a member of the NCAA Division III and the Great South Athletic Conference. College colors are red and black. Intercollegiate teams compete in women's soccer, basketball, cross country, volleyball, softball, swimming and tennis, and men's baseball, basketball, cross country, golf, soccer, swimming and tennis. Football will begin in 2006. It is the philosophy of LaGrange College that the team participants are attending college primarily for a quality education, and no athletic scholarships are offered. The coaching staff is a group of highly qualified teachers who stress the educational aims of the College.

LaGrange College is committed to a full program of non-scholarship athletics that encourages the student-athlete to reap the benefits of

educationally sound activity that encourages and promotes a strong academic regime. Students are given the opportunity to participate fully in their given sport and to compete with other teams locally, statewide, and regionally.

Philosophy Statement for Intercollegiate Athletics

Intercollegiate athletics at LaGrange College provide students with an integral complement to their total educational experience. Recognizing the importance of athletics to the individual student while seeking to strike an appropriate balance between the life of the mind and participation in co- curricular offerings, the College is committed to providing a program of intercollegiate athletics that is student-centered for both participants and spectators. The College believes that the primary function of intercollegiate athletics at a small church-related, liberal arts college is one of a high quality co-curricular complement to its overall mission. As such, academics have priority over athletic or other co-curricular pursuits.

LaGrange College seeks to recruit and retain student athletes who understand the balance of priorities between academics and co-curricular programs, whether the latter are athletics, the performing arts, or other student activities. The College employs coaches who understand that balance of priorities, and its coaches seek to recruit students who will be successful student-athletes. Because the College awards no financial aid based upon athletic ability, the aim of student-athlete recruitment by coaches is not solely for athletic success but rather for student contribution to the College's enrollment goals, although by no means do those have to be mutually exclusive.

The College embraces a commitment to instill and develop the values of superlative ethical conduct and fair play among its athletes, coaches, spectators, and other constituents. Further, LaGrange College recognizes that student-athletes are role models to their peers as well as representatives of the College, and the College actively encourages student-athletes to conduct themselves in a manner which befits those roles.

LaGrange College is committed to gender equity and values cultural diversity. The College will invest sufficient resources to ensure that medical and athletic training services are available to all athletes at appropriate times. It shall strive to ensure that all individuals an all teams are treated with the same level of fairness, resources, and respect so that all athletes are afforded and an equal opportunity to develop

their potential as a student-athlete.

Intramurals

Intramurals provide opportunities for wholesome recreation and competition among members of the campus community. Teams representing campus organizations and independents compete in organized tournaments and events throughout the year. Competitive events include flag football, volleyball, basketball (regulation, 3 on 3, H*O*R*S*E), softball, badminton, tennis, water volleyball and Ultimate Frisbee. Winners of the campus tournaments in some of these events are eligible to represent LaGrange College in state or regional tournaments.

Many opportunities are available for recreational use of the facilities in the LaGrange College Aquatics Complex: recreational swimming and lap swimming all year round in the indoor pool; the aquarius water work-out stations, water aerobics or aqua exercise or aqua exercise class (non-credit).

The facilities and equipment of the Physical Education Department also are available for student recreational use when these are not scheduled for instructional, athletic, or intramural sports use. The use of outdoor equipment (canoes, sailboats, backpacks, tents, stoves, lanterns) requires the payment of a small deposit which is refunded upon the safe return of the equipment. The fitness center, gymnasium, and pools are available for student/faculty/staff use during posted hours. A valid LaGrange College ID is necessary for admittance to all facilities.

Religious Life

College is a point of transition. Regardless of the student's age or reason for being on campus, college is a turning point. It is a time of exciting intellectual and social growth. During their collegiate experiences, students will wrestle with new ideas, discover new interests, and explore issues of intimacy and identity. In contrast, the struggle to define identity and personal values is an opportunity for spiritual growth and faith development. Therefore, Religious Life programs at LaGrange College offer students a chance to examine their faith, to assess what is important, and to forge a system of values that will sustain them through their adult years.

Growing out of its history of service and its affiliation with The United Methodist Church, LaGrange College is committed to creating a caring and ethical community that challenges student's minds and inspires their souls. As a result, the College offers a number of opportunities for

students, faculty and staff members to celebrate life and explore God's intention for human living. Included in these opportunities are occasions for worship, fellowship, and service. Chapel services are scheduled every Sunday at 10:00 p.m., and there are special worship services throughout the year. Book discussion groups and student forums are scheduled throughout the year. The Alternative Spring Break Initiative during the College's Spring Break allows interested students, faculty and staff members to experience life and service in another culture.

Office of the Chaplain

The College employs a full-time chaplain who is available for counseling and informal conversation. The Chaplain engages with many different people throughout the campus community. In all the Chaplain does, the goal is to enable a clearer understanding of what one believes, of how one relates to one's own faith and to those of other faiths. As such, much of the Chaplain's work is done in conversation with individuals and small groups for questions on matters of faith on campus; offering liturgical/sacramental services; assisting students with vocation discernment, and addressing pressing moral, ethical and theological questions.

Mission of the Chaplain's Office

- The mission of the Office of the Chaplain is to lead the members of the college community in fostering a sustaining vision for a caring and ethical community through faith development, worship, and vocational discernment. This vision is manifested by:
- Efforts within the college community to discern the ways in which one is called to respond to his/her individual dreams from God.
- Efforts that help students grow as a "sign and instrument" of the Peaceable Realm for common good.
- Efforts to enrich humanity and the world through the articulation of ethical and religious values and their implications.

Student Health Services

All students must have proof of medical insurance. For those not having coverage through individual or group plans, LaGrange College makes available accident and sickness coverage through a private carrier at reasonable rates. Application forms are available at registration or through the Business Office. In order to register for classes, students must have a medical history form on file with the Student Deans Office.

For a description of health services available to LaGrange College students, refer to the Student Handbook.

Career Planning and Placement Center

The LaGrange College Career center provides services to students, alumni and staff. The counselor assists students with the total career development process.

From their first year at LaGrange College, students are encouraged to use Center's resources to identify and prioritize their values, interests, and skills and to recognize the impact they have on career decisions.

The Career Center provides resources to support students in locating part-time employment, internships, fellowships and graduate assistantships, summer jobs, and full-time, career employment. Additional resources and training provide students with job search skills (resume preparation, interview skills, etc.) as well as graduate school application skills (e.g., test preparation, online resources).

LaGrange College is a member of the Georgia Consortium of College which each year provides a Career Fair in Atlanta that enables our seniors and recent graduates to meet with employers from over one hundred industries and agencies.

Personal and Academic Counseling

An important part of the philosophy of LaGrange College is that each student should have advice and counseling throughout his/her academic career. The counseling office, located at the end of Smith Hall directly behind the patio, offers a variety of counseling services to assist students in reaching their academic and personal goals. The counseling office does this by providing short-term personal counseling in the following areas: resolving conflicts, adjustment to college life away from home, relationships with friends and family members, reducing stress, feelings of depression, eating disorders, and alcohol or substance abuse. The counseling office also provides study skills workshops, maintains the campus-tutoring center, and offers one on one academic coaching. In addition, the counseling office works with students who have documentation of a learning disability to ensure that the students receive the accommodations they need to help reach their academic goals. The counseling office also strives to help students make the most of themselves as developing persons, to be more effective in their relationships with others, to understand feelings and behavior, and to enhance positive traits. Discussions are confidential in keeping with professional standards.

Vehicle Registration

To insure efficient control of traffic and parking on campus and the safety of all persons and vehicles, every vehicle must be registered and must have a parking permit. These permits are issued to students, along with a copy of existing parking regulations. There is a fee. Failure to adhere to published policies may result in vehicles being ticketed and/or towed.

Student Appeal of Decisions

Recognizing that decisions must be made and that some students may feel aggrieved by some decisions, LaGrange College provides the following procedures:

A student must first attempt to resolve an issue with the college staff member first rendering a decision. If this does not resolve the issue, a decision rendered by a college staff member may be appealed by a student as follows:

I. Student Life:

(a) A disciplinary decision rendered either by a duly constituted student judicial board or to the Dean of Students. Disciplinary decisions rendered originally by the Dean of Students may be appealed in writing to the Vice President and Dean for Student Life and Retention who shall seek, in an informal conference, to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Vice President will deliver the appeal to the Student Affairs Committee of the faculty for its determination.

(b) Other grievances in the area of student life may be appealed to the Dean of Students. If the grievance involves an original decision rendered by the Dean of Students, the decision may be appealed as above.

II. Financial Aid. See the Financial Aid Section.

III. Academic Matters. See the Academic Advising Section.

HONOR CODE

Students at LaGrange College sign the Honor Code, which states,

> As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.

The Honor Council is selected each spring from student candidates by the outgoing President of the Honor Council, the outgoing President of the SGA, the Vice President for Academic Affairs and Dean, the President of the Faculty Assembly, and the Advisor to the Honor Council. A member of the faculty serves as advisor to the council. Both members of the faculty and the student body are expected to report any suspected violation of the Honor Code to the Honor Council, either to the Vice President for Academic Affairs and Dean or to the President of the Honor Council. Students who suspect a violation may, in a course-related case, first report the suspected violation to the course instructor. (For a complete description of the Honor Code and policies, please see the *Student Handbook*.)

The following are examples of violations of the Honor Code:

1. Lying in any academic matter
2. Cheating by either giving aid to or receiving aid from a student or other source without the consent of the instructor
3. Plagiarizing (using another's words or ideas without proper citation)
4. Failure to report a violation of the Honor Code
5. Failure to appear before the Honor Council as requested by written notice
6. Failure to maintain confidentiality regarding an Honor Council case

Sanctions include the following:

1. Assigning a grade of zero to the related academic work (assignments, exams, reports, projects, case studies, etc.)
2. Lowering the final grade in the course by one letter, in a grade-related offense
3. Assigning a grade of F in the course, in a grade-related offense
4. Suspension for the next semester, either fall or spring; or suspension for the next semester and an F in the course, in a grade-related offense; or
5. Dismissal from the College; or dismissal from the College and an F in the course, in a grade-related offense.

When a student accused of a violation does not appear for a preliminary interview when notified to do so, a hold will be placed on the student's transcript. A hold will also be placed on the transcript when the President of the Honor Council and the Vice President for Academic Affairs and Dean determine that the case will proceed to a hearing. This hold will be removed when the case has been resolved.

If a case cannot be heard before the end of a grading period, the instructor will submit the grade of "I" until the Honor Council acts on the case.

The Honor Council reserves the right to conduct a hearing in absentia when a party to the case fails to appear as directed.

An investigation and hearing shall be confidential and those within the bounds of confidentiality shall not divulge anything that is said or done with regard to these proceedings to anyone outside the bounds of confidentiality. Should anyone outside the bounds of confidentiality receive information which is considered to be confidential, he or she will automatically be bound by confidentiality. Those within the bounds of confidentiality include Council members, the faculty advisor to the Council, the Vice President for Academic Affairs and Dean, the President, accusers, the accused, witnesses, persons interviewed during the investigation, and the College's attorney. In addition, the accused may include within the bounds of confidentiality his or her parents, faculty, staff, minister, personal or legal counsel.

All tests at the College are conducted under the Honor Code. Accordingly, instructors may leave the room during the examination and students are on their honor to do their own work. The Honor Code should be abbreviated on the outside of the test and signed by the

student before handing in the examination. Students should leave all books and materials not pertaining to the test either in the hall outside the classroom, or next to the wall in front of the classroom. Students should take the test in the designated classroom, except under extenuating circumstances or by prior arrangement.

Work prepared out of class should be that of the individual. Any assistance from fellow students, books, periodicals, or other materials should be carefully acknowledged. Instructors should give specific guidance regarding what constitutes a violation of the Honor Code. If any doubts about plagiarism arise, a question should be raised by the instructor.

As early as possible in the term, the instructor should make clear to his or her classes how the specifications of the Honor Code apply to class requirements. For example, what constitutes a legitimate use of source material, especially material on the Internet, should be made clear.

Orientation

All new students are introduced to LaGrange College through an orientation program which takes place during the summer and just before spring semester. The orientation program is designed to acquaint the new students with various phases of the life of the College including traditions, procedures, and regulations. Students profit from a proper introduction to the opportunities and responsibilities of college life.

One course in particular serves to further the College's orientation and counseling efforts. Freshman Cornerstone, a course designed to focus on the valuing and decision-making processes with a particular emphasis on Christian influences on ethical behavior, facilitates students' use of skills of comparison, contrast, analysis, and synthesis of multiple perspectives as they examine an issue of common concern.

The course emphasizes active learning, small group problem solving, and service learning, including reflection on these experiences. A laboratory experience associated with the course is designed to identify and enhance students' abilities. Assessment of abilities as well as sessions on study skills, career counseling, computer skill, and library skills, among others, are offered to maximize students' success.

Registration and Advising

All students should register on the dates specified. All registration procedures for all terms are under the direction of the Vice President for Academic Affairs and Dean. Students have not completed registration until they have cleared the Registrar, Office of Student Life and the

Business Office. Students enrolled for twelve or more hours must obtain a campus post office box. Communications to the student will be through campus email or campus mail.

Each student is assigned to a faculty adviser who assists the student in planning an academic program. ***However, the ultimate responsibility for meeting all requirements rests with the individual student.***

A student interested in a particular major should inform his/her general adviser in order that special prerequisite courses for the major may be scheduled. A major may be formally declared anytime after the student has earned 18 hours of credit. ***The student must declare his/her major in writing to the Department by the time the student has earned 45 semester hours of credit.*** The student will then be assigned to an adviser in the department in which the student will major.

A student's major program requirements are those described in the College *Bulletin* at the time of declaration of the major.

Withdrawal

To withdraw from an individual course, a student must confer in the office of the Registrar. Failure of a student to withdraw officially through this office may result in the assignment of a "WF." A student who wishes to withdraw completely from the college must confer with the Director of Counseling. Except in cases of medical or medical necessity, withdrawals are not permitted the last week of class.

Medical Withdrawal

Medical withdrawal is defined as complete withdrawal without academic penalty for reasons of health. Except in circumstances of emergency, a physician licensed health care provider, or a qualified counselor must provide a written recommendation for medical withdrawal to the Vice President for Academic Affairs and Dean. This written recommendation must be on file prior to approval for withdrawal. Anytime medical withdrawal is initiated, the student's instructors, the Office of Financial Aid, and the Business Office will be notified by the Registrar. The re-entry of the student following medical withdrawal for medical reasons requires a clearance from the attending physician, licensed health care provider, or a qualified counselor with an evaluation of the student's potential to resume study successfully at LaGrange College. The Vice President for Academic Affairs and Dean will review this evaluation and make the decision concerning the student's re-entry.

Class Attendance Regulations

A student is expected to attend all classes, including labs, for all courses for which he/she is registered. The student is solely responsible for accounting to the instructor for any absence. An instructor may recommend that the Vice President for Academic Affairs and Dean drop from class, with a grade of "W" or "WF", any student whose absences are interfering with satisfactory performance in the course.

Course Repetition

A student is prohibited from repeating a course in which he has made a "C" or better (while enrolled at LaGrange College or any institution) without the approval of the Vice President for Academic Affairs and Dean, and the Academic Council. All courses in which a student receives an unsatisfactory grade must be repeated at LaGrange College. A student may not remove from the transcript an unsatisfactory grade earned at LaGrange College or elsewhere even if he repeats the course.

Acceleration

Students desiring to accelerate their college program may complete requirements in less than four academic years. This may be accomplished by attending summer schools and/or taking an academic overload. Permission to take an overload in any semester is granted only to those students who have earned at least a cumulative average of "B" (3.0), except that a student may take an overload during one semester of his or her senior year without respect to grade-point average.

Students may be eligible for credit and/or exemption in certain areas through the College Level Examination Program (CLEP) and other recognized testing procedures. Advanced placement credit is accepted for those students who present evidence from their high schools that advanced placement programs have been completed and appropriate scores earned on the advanced placement test of the College Entrance Examination Board administered by Educational Testing Service. The Registrar and department chairs keep up-to-date standards for AP credit.

Transient work

(1) Students who have failed a course at LC are not allowed to take the course elsewhere

(2) Students must take ENGL 1101 and 1102 here.

(3) Students must take all CORE courses here.

Credit through United States Armed Forces Institute and Service Schools

Courses taken through The United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Nine semester hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. Academic credit for one activity course in physical education, up to a maximum of four, will be awarded for each two months served in the Armed Forces.

International Students

Students who are on a student visa in the United States are subject to special regulations mandated by the U.S. Citizenship and Immigration Services (USCIS) of the United States Government. As the institution which issues documents certifying student status, LaGrange College is subject to USCIS regulations as a matter of law. USCIS regulations change from time to time, so students are encouraged to contact the Vice President for Academic Affairs and Dean or the Registrar when questions about USCIS regulations arise. Under current guidelines, persons with student visas must be enrolled for a full academic load (at least 12 semester hours) at all times. Federal regulations concerning "status" for all international students on an F-1 visa state that any student who falls below 12 semester hours at any time will be considered out-of-status and must be reinstated by the U.S. Citizenship and Immigration Services (USCIS).

English proficiency is fundamental to a successful academic course at LaGrange College. Therefore, in addition to the minimum TOEFL score required for admission, the Vice President for Academic Affairs and Dean may require that a student attend a special, intensive English language course if it is apparent that a student's English continues to jeopardize a successful academic career. If such a requirement is placed on a student, failure to attend the English language course can result in withdrawal of the student visa.

International students must enroll in an English course each semester they are in school until they satisfactorily complete their English studies.

International Studies

Increasing international understanding is valued at LaGrange College. In promoting that understanding, LaGrange College seeks to enroll an internationally diverse student body. The College serves as a host or home base institution for short-term international visitors and has executed cooperative agreements with Nippon Bunri in Oita City, Japan, Instituto Laurens in Monterrey, Mexico, and Oxford-Brookes University in Oxford, England.

Grades and Credits

The definitions of grades given at LaGrange College are as follows:

A superior

B above average

C average

D below average

F failing

I incomplete. This grade is assigned in case a student is doing satisfactory work but for some reason beyond the student's control has been unable to complete the work during that term.

P pass

NC no credit or non-credit

W withdrawn. During the first three weeks a student may withdraw from a class with an "automatic" "W." After this trial period the student may withdraw, but the grade assigned, "W" or "WF," will be at the discretion of the professor.

WF withdrawn failing. The grade of "WF" is included in computing the grade-point average.

AW audit withdrawn

AU audit complete

NR grade not reported by instructor at the time the report issued.

A student may register for a course on a non-credit basis, for which he or she pays full tuition. To have a grade of "NC" recorded, he or she must fulfill all course requirements.

A student may audit a course by paying the audit fee. All requests for audit courses must be approved in writing by the instructor and Vice President for Academic Affairs and Dean. Only lecture courses may be audited. No new freshman student may audit any course during the first semester of residence at LaGrange College.

An "I" is a temporary grade, assigned by an instructor within the last three weeks of the term to students who are doing satisfactory work and who cannot complete the course due to circumstances beyond their control. Should conditions prohibiting completion of a course arise within the first eight weeks, students should withdraw.

An "I" is to be removed by the date indicated in the academic calendar. Failure to remove an "I" by the date set initiates the following action: The Registrar will write a letter to the student using the address on file. The letter indicates that the student has two weeks to respond. Otherwise the "I" grade will be converted to an "F".

Grades are assigned and recorded for each course at the end of each term. Grades are available to students on the web. Transcripts are withheld for any student who is under financial obligation to the College.

ACADEMIC STANDING PROBATION REGULATIONS

Students are placed on academic probation when the quality of work is such that progress toward graduation is in jeopardy. The purpose of probation is to warn. It is not a penalty. Students on probation will be notified, and the regulations governing probation will be called to their attention.

Freshmen (fewer than 27 hours) must maintain a cumulative grade point average (GPA) of at least 1.65 to avoid being placed on probation. Sophomores (27-53 hours), a 1.75 GPA; Juniors (54-80 hours), a 1.85 GPA; and Seniors (81 or more hours), a 2.00 GPA. In most cases, students have two semesters to remove their probationary status. Failure to do so could result in suspension.

Students are also subject to suspension for failure to earn at least three semester hours of academic credit in any semester, or for other valid academic reasons (such as violating cheating and plagiarism standards). In the case of part-time students, the extent of application of these regulations will be at the discretion of the Vice President for Academic Affairs and Dean. Normally, all applications of the regulations will be based upon a full academic load.

A letter from the Vice President for Academic Affairs and Dean is sent to the student providing information on standing. "Probation One" means that the student's next term will be the first term on probation, etc. "Dean's Decision" means that the student's academic records have been given to the Vice President for Academic Affairs and Dean for action.

Student Grade Appeals

The initial determination of a student's grade is entirely the prerogative of the instructor. However, a student who wishes to contest a course grade or other academic decision may initiate an appeal by the procedures outlined below. Grade appeals must be initiated no later than mid-term of the academic term following that in which the grade was assigned. The date of the academic term is defined in the College calendar in the front of this *Bulletin*.

The following procedures govern all student requests for grade changes:

- The student should first attempt to resolve the matter by discussing the question with the course instructor.
- If the student and the instructor are unable to reach a resolution, the student must then submit a written appeal to the Vice President for Academic Affairs and Dean. The appeal must state the manner in which the course syllabus was violated.
- The Dean shall then seek an informal conference between the student and the instructor to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Dean will deliver the student's appeal together with any other pertinent documents provided by the student and/or the instructor to the Review Subcommittee of the Academic Standards Committee for its determination.
- The Review Subcommittee shall then convene to conduct a preliminary review of the appeal, after which the Chair of the Review Subcommittee will set times convenient to the student and the instructor for hearing both sides of the dispute.
- Upon completion of its hearings, the Review Subcommittee will report its findings to the Vice President for Academic Affairs and Dean. The Dean will in turn inform the principal parties involved of whether the student's request for a change of grade or other decision was denied or approved.

- It is the responsibility of the Review Subcommittee to make every reasonable effort to complete its deliberations prior to the end of the term in which an appeal was initiated.

Academic Forgiveness

Academic forgiveness is a process which allows a student to have his or her prior academic record adjusted if:

1. four or more calendar years have elapsed since the period of last enrollment at LaGrange College;
2. the student applying for forgiveness has successfully completed since readmission to LaGrange College a minimum of 12 semester hours and has no course grade lower than "C" since the time of readmission.

The student may petition for forgiveness through the Academic Advisory Council and, if approved, the College will:

1. apply toward the student's common core, general education curriculum, and electives requirements but not necessarily toward the student's academic major or minor, all those courses in which the student earned a grade of "C" or better;
2. set the student's cumulative grade point average to 0.0;
3. require the student to successfully complete a minimum of 30 semester hours after bankruptcy declaration in order to graduate; and allow all graduation requirements (see LaGrange College *Bulletin*) to remain the same and apply equally, except that students who have
4. petitioned for and received academic forgiveness will not be eligible to receive honors at graduation.

LaGrange College will maintain the student's complete record, including those courses excluded from the GPA by the granting of forgiveness. No course work will be expunged from the student's academic record. The student's official transcript will clearly indicate that the student has been granted academic forgiveness. Ordinarily, no transfer or transient credits will be accepted after academic forgiveness. A student may be granted academic forgiveness only once during his or her academic career at LaGrange College.

Requirements for Bachelor Degrees: A Summary

LaGrange College's Undergraduate Day Program offers the Bachelor of Arts degree, the Bachelor of Science degree, the Bachelor of Music degree, and the Bachelor of Science in Nursing degree. To obtain a second bachelor's degree, at least 27 additional semester hours must be earned beyond the first degree, in a minimum of two semesters. Baccalaureate degrees require a minimum of 108 semester hours of credit including required course work in the core curriculum and the major. There is often an opportunity to select course work electives.

The minimum work required for graduation is 108 semester hours and a 2.0* quality-point average in all course work taken at LaGrange College. To be eligible for the degree, a student must meet all requirements for the degree (core curriculum, major program, all necessary assessments, 108 semester hours and 2.0 cumulative grade point average) and make application for the degree before the beginning of his or her final term. A student who does not earn a degree in ten full semesters or the equivalent may be denied further registration.

In order to graduate in four academic years a student, at a minimum, should enroll for 12-semester hours credit in each regular term and one interim term each year. A student who takes at least 12 semester hours credit is classified as full-time. The maximum full load is 15 semester hours; anything beyond is considered an overload. No student whose average is below 3.0 is permitted to enroll for more than 15 (16 if lab is involved) hours in any one term without the written permission of the Vice President for Academic Affairs and Dean.

Quality points are earned as follows: A, 4; B, 3; C, 2; D, 1; F, 0. The quality-point average is computed by multiplying the grade point by the course credit, summing, and then dividing the total quality points earned by the total GPA hours. If a student has received credit for a course and repeats that course, he or she receives no additional credit toward the degree. In computing the student's average, GPA hours and quality points are counted on all attempts.

Not more than 54 semester hours of credit earned at a junior college are counted toward the degree. No credit is granted toward the degree for course work taken at a junior college after a student has attained junior standing except that up to 9 hours of transient credit from a junior college may be granted for courses that are below the LaGrange College 3000-level. (The 54 credit-hour limit still applies.) A transfer student is not given credit toward graduation for any Ds earned elsewhere.

Transient work with a grade of "C" or better is acceptable. Academic averages are computed on work done only at LaGrange College.

There are two ways by which a student must meet residency requirements for graduation:

(1) The student must be in residence the last 36 credit hours;

Or

(2) 45 credit hours of the last 54 credit hours must be earned at LaGrange College.

With prior approval of the adviser and the Vice President for Academic Affairs and Dean up to nine hours of transient study may be earned at another accredited institution. Transient credit is awarded only for courses in which the grade is "C" or better.

Grades earned for transient work are not included in the cumulative grade average. Normally, after receiving an unsatisfactory grade in a course at LaGrange College, a student will not be given permission to repeat that course at another institution. Credits totaling six hours or more earned as a transient student during the last 54 hours or final four semesters precludes that student being granted credit for any course work taken by extension or by correspondence during the period.

Transient credit for courses within a student's major will only be accepted from a four-year baccalaureate degree conferring, regionally accredited institution that offers a major in the specific discipline of the course being requested for credit. The department chair retains the right to deny the request.

Any regularly enrolled LaGrange College student who desires to take course work for credit by extension, correspondence, or through on-line vendors must obtain prior approval in writing from his academic adviser and from the Vice President for Academic Affairs and Dean. Such extension, correspondence, and on-line credit may in no case exceed six hours (grades of "C" or better); however, (**no credits earned in this manner may be applied toward the fulfillment of the core curriculum requirements of LaGrange College. No core course requirements may be met at institutions other than LaGrange College.)** Any course or courses so taken must be completed and all grades recorded before the end of the student's final term, in order to be graduated that term.

A student is classified as a freshman if he or she has earned fewer than 27 hours of credit. A student is classified as a sophomore if he or she has earned 27-53 hours of credit. To be classified as a junior, a student must have completed 54 earned hours of credit. A student is classified as a senior upon having earned 81 hours of credit. A student should be alert to the fact that a minimum of 108 hours are required for graduation and that some majors may require more than 108 hours. Attaining these minimum progression requirements may not be sufficient to insure graduation within the two semesters of the senior year.

No grade below "C" in any course above 1000-level may be applied toward a major

*2.5 for Education, Nursing, Business Management, and Accountancy.

Academic Honors

Upon graduation, students who have been in residence at LaGrange

College for at least their last 54 hours (90 quarter hours for Evening College students) and

1. have attained a quality point average of 3.50 to 3.74 may be granted the bachelor degree *cum laude* or
2. have attained a quality point average of 3.75 to 3.89 may be granted the bachelor degree *magna cum laude* or
3. have attained a quality point average of 3.90 to 4.0 may be granted the bachelor degree *summa cum laude*.

At the end of each academic semester, students who have maintained a 3.60 cumulative grade point average on a minimum of 12 GPA hours of work will be placed on the Dean's List.

Upon graduation, students who have been in residence at LaGrange College (as transfer students in the day program, in the Evening College, or in the Albany program) for at least 42 semester hours (70 quarter hours) and have attained a grade point average of 3.50 or higher may be granted the bachelor degree *with distinction*.

Cultural Enrichment Requirement at LaGrange College

Because the intellectual and cultural opportunities during one's college years are exceptionally rich, and because exposure to a variety of cultural experiences, and participation in a lively collegial atmosphere, during one's intellectually formative years, are vital to the concept of a

liberal education, LaGrange College is dedicated to assisting in this enrichment by requiring all students to accumulate a prescribed number of Cultural Enrichment credits over the course of their careers. Each semester a list of approved Cultural Enrichment programs—lectures, presentations, events, performances, recitals, etc.—will be published in a brochure and on the college web page. Attendance at a maximum of six designated athletic events will count toward the total required for graduation. Many of these events will occur during the Contact Hour on Tuesdays and Thursdays, and some will double as required programs in the Core classes. Students will meet their obligation according to the following schedule.

CLASSIFICATION	EARNED HOURS UPON ENTRY TO LAGRANGE COLLEGE	CULTURAL EVENTS NEEDED TO GRADUATE
New/Transfer Freshman	0 - 11 Sem. Hrs.	40
Transfer Freshman	12- 26 Sem. Hrs.	35
Transfer Sophomore	27- 39 Sem. Hrs.	30
Transfer Sophomore	40- 53 Sem. Hrs.	25
Transfer Junior	54- 66 Sem. Hrs.	20
Transfer Junior	67- 80 Sem. Hrs.	15
Transfer Senior	81-108 Sem. Hrs.	10

Graduation Requirements

A student who enters LaGrange College under a given Bulletin generally will be graduated under the core curriculum, hours requirement, and grade point average requirements of that Bulletin. Major requirements are those in force at the time a student formally declares a major. If a student suspends his or her study and re-enters more than four years later, he or she will graduate under the requirements of the Bulletin in effect at the time of re-entry.

Students in their last year of college work must have an audit of their course credits and planned courses examined prior to registration for their final semester in residence. This is called a "graduation petition." The major adviser and the Office of the Vice President for Academic Affairs and Dean assist the student in completing this petition. No

student may participate in Commencement exercises if he or she has not completed a graduation petition. Also, no student may participate in Commencement unless all graduation requirements have been certified as completed by the Registrar and the Vice President for Academic Affairs and Dean.

Students at LaGrange College will participate in the evaluation of the extent to which institutional education goals are being achieved. This evaluation will be in both the core curriculum and the major. Students who graduated in June of 1990 were the first to participate in these comprehensive evaluations. Consult the specific majors for the details.

Transcripts

Students are entitled to transcripts of their record free of charge. No transcripts will be issued for any student under financial obligation to the College. Transcript requests must be made in writing to the Registrar well in advance of the time the transcript is needed. Transcripts will be issued promptly; however, at the beginning and end of terms some delay may be unavoidable. Unofficial transcripts may be obtained from the online student module of the web.

Student Appeal of Academic Policy

Students may petition for exception to published academic policy. The Academic Advisory Council reviews the petition.

Academic Support and Information Technology

LaGrange College Policy for the Responsible Use of Information Technology

The purpose of this policy is to ensure a computing environment that will support the academic, research, and service mission of LaGrange College. Simply stated, continued and efficient accessibility of campus computing and network facilities depends on the responsible behavior of the entire user community. The College seeks to provide students, faculty, and staff with the greatest possible access to campus information technology resources within the limits of institutional priorities and financial capabilities and consistent with generally accepted principles of ethics that govern the College community. To that end, this policy addresses the many issues involved in responsible use of the College's information technology resources, including systems, software, and data. Each authorized user of information technology assumes responsibility for his or her own behavior while utilizing these resources. Users of information technology at LaGrange College accept that the same moral and ethical behavior that guides our non-computing environments also guides our computing and networking environment. Any infraction of this policy may result minimally in loss of computer and network access privileges, or may result in criminal prosecution.

Use

All users of the College's information technology resources agree to abide by the terms of this policy. Information technology resources include, but are not limited to, College owned computers and information technology hardware, the College campus network, information sources accessible through the campus network, and Internet access. When accessing any remote resources utilizing LaGrange College information technology, users are required to comply with both the policies set forth in this document and all applicable policies governing the use and access of the remote resource. The College, through a review and amendment process directed by the Instructional and Information Technology Round Table (IITR), reserves the right to amend this policy. For the most up-to-date version of this responsible use policy, see the information technology helpdesk (helpdesk.lagrange.edu). As far as possible, changes will be made only after consulting with the user community. LaGrange College computing

resources and associated user accounts are to be used only for the College activities for which they are assigned or intended. The computing systems are not to be used for any non-college related commercial purpose, public or private, either for profit or non-profit. Unless placed in public domain by its owners, software programs are protected by Section 11 7 of the 1976 Copyright Act. It is illegal to duplicate, copy, or distribute software or its documentation without the permission of the copyright owner. Copyright protection of text, images, video and audio must also be respected in all uses of College technology resources. The LaGrange College Campus Network must not be used to serve information outside of LaGrange College without written permission approved by the IITR.

User Accounts

Many technology resources at LaGrange College are accessed through user accounts. No user accounts should be used to execute computer software or programs or attempt to gain access to resources other than software, programs or resources specifically granted and offered for use by LaGrange College. All users are responsible for both the protection of their account passwords and the data stored in their user accounts. Sharing a password is prohibited. Users must change their password periodically to help prevent unauthorized access of their user account. When working on computers that are in general access areas (laboratories and public access), users must log off or lock the computer before leaving to protect the security of their data and the network. Leaving the web-based email page (Outlook Web-Client) open on an accessible computer, especially outside of campus, leaves the account available to anyone who passes by, and allows the changing of the user's password giving the passerby access to the LaGrange College Network. Before leaving a computer, users must log off the web-based email. If a student becomes locked out of their account or for other reasons needs to have their password reset, they must make the request in person to an Information Technology staff member and present a valid LaGrange College ID. Any suspected unauthorized access of a user's account should be reported immediately to the Executive Director of Instructional & Information Technology or another College authority. User accounts will be deactivated when the user's affiliation with the College is terminated and all files and other data will be removed from those accounts.

College Email Accounts

The College provides email accounts for students, faculty and staff. All course and advising related email and other official College electronic communication with students must be sent to the student's campus email address or via WebCT. Official College email communications with faculty and staff will use their College email address. Email must not be used for purposes inconsistent with the mission of the College. Users may not conceal, mask or misrepresent their identity when sending email or other electronic messages. Transmission of abusive, harassing or libelous electronic messages is forbidden. Deliberate transmission or propagation of malicious programs such as viruses, worms, Trojan Horses, data mining programs or participation in denial of service attacks are subject to disciplinary and possible criminal action.

LaGrange College maintains faculty and staff mail groups (distribution lists or aliases) for the purposes of communications concerning the operation of the College. The College maintains a Community mail-list for communications of a less formal nature. Users must make appropriate use of the subject line in postings to all College related mail groups (distribution lists or aliases) and mail-lists (list servers). Announcements to faculty and staff about campus events should be made through ***FYI***. These announcements should be sent to the Communications and Marketing staff for inclusion in ***FYI***. A single reminder close to the date of the event may be made to the faculty and staff mail groups. Exceptions to this policy may be made by approval of the Instructional and Information Technology Round Table. Daily reminders of an upcoming event are inappropriate. Examples of messages appropriate for the FYI/email reminder procedure are Cultural Enrichment Events, Faculty Meetings, Staff Council Meetings, Faculty-Staff Coffees, and Sports Events. Messages not directly related to the operation of the College should be posted to the Community mail-list. For example, items for sale, contests, fund-raisers, sports scores, humorous items and commentaries belong on the Community mail-list rather than being sent to the faculty and staff mail groups. Users can unsubscribe from and re-subscribe to the Community mail list as they desire. Instructions for subscribing and unsubscribing are available on the helpdesk (helpdesk.lagrange.edu).

Posting of messages to the email group containing all students must be cleared through the appropriate Vice President's Office or their delegates. Use of the electronic signs on the Patio and in the Dining Hall, posters and flyers are suggested alternative means of reaching all students. Messages to the student body should not be made through the

faculty mail group. Messages to faculty containing variations on "Please announce to your class" are ineffective in reaching all students.

Campus Computing Facilities

Microcomputer labs on the LaGrange College campus are available for general use by students, faculty and staff except during the periods when the rooms have been reserved for teaching purposes. Additional computers are placed in public access areas for student, faculty and staff use. It is the responsibility of every user to use lab and public access facilities in a responsible manner. Accidental damage or damage caused by other parties should be reported as soon as possible so that corrective action can be taken. Use of laboratory or public access facilities to view material that may be considered offensive to others which includes, but is not limited to, racially hateful and sexually explicit material, is considered a form of harassment. The viewing of harassing material is inconsistent with the Mission of LaGrange College. Viewing such harassing material in a lab or public access area may result in disciplinary action.

Personal Web Pages

Any authorized user or group at the College may have a personal home page on a LaGrange College World Wide Web server, provided that the graphical images, multimedia information, text, or the intent of the home page do not refute the mission of LaGrange College. Users must sign a Registered Information Provider Agreement before web pages are placed on the server. Groups must designate an individual as their Registered Information Provider, who is responsible for the content of their web pages. Registered Information Provider Agreements must be renewed annually. Failure to renew will result in removal of content from the web server. No individual user is authorized to create and serve a web site on the World Wide Web utilizing College computer resources. Applications for personal web pages should be made to the Director of Information Technology.

Student Computer Configurations

Access to the LaGrange College Campus Network is available in dormitory rooms for students who bring to campus personal computers meeting the minimum specifications defined by Information Technology. These specifications are revised annually and will be made available to all new students. The Campus Network will allow students to access the World Wide Web (WWW) and email. By accessing the College network, students agree to abide by this usage policy. Students

must not change network configurations specified by Information Technology. The Information Technology staff will only support software installed by Information Technology personnel, and do not provide support for personally owned computer equipment other than verifying that the network link is functional.

Students are responsible for all network traffic originating from their network access. Students should employ appropriate and up-to-date antivirus software.

Campus Network

The College provides network access in classrooms, laboratories, the library, offices, public access locations and student dormitory rooms. While the College is committed to free speech and open access to information and communication, these must be tempered by the need to respect others' rights to speech, access and communication. Each user is expected to balance their needs with the needs and expectations of the College community as a whole. The College reserves the rights to limit bandwidth to users and access to non-academic, resource intensive applications if they threaten to interfere with academic uses of the campus network.

Users on the network must not attempt to conceal, mask or misrepresent their identity or the identity of computers when using the network. Users shall not employ software or hardware that interferes with the operation or security of the network. Users shall not interfere with the administration of the campus network nor shall they attempt to breach any network or resource security system. In administering the network, network activities of users may be monitored as to type and quantity.

Users are responsible for all network activities originating from resources provided to them by the College.

Wireless Network

Wireless networking provides many benefits to the College, but with these benefits comes unique security threats. In order to make a reasonable effort to prevent access to network resources from unauthorized users via the Wireless Local Area Network (WLAN), the following policy and associated best practices exist.

An unsecured Wireless Access Point (WAP) has the potential to open a backdoor into an otherwise secure network. All WAPs located in academic and administrative buildings must be managed by IT. Faculty and staff are prohibited from installing a WAP without explicit

permission from the Director of Information Technology. Requests for expansion of the wireless network should be made to the Network Manager via the IT Helpdesk. In order to allow flexibility for students to utilize wireless networking in the residence halls, secured personal WAPs are allowed. IT must be notified of intent to install a WAP via the IT Helpdesk. WAPs must be physically located in the vicinity of the owner's conventional wired jack and they must be secured in at least one of two ways. At least 40-bit Wired Equivalent Privacy (WEP) must be enabled on the WAP and client. Ideally the WAP's internal MAC address table should be set to only allow access from authorized clients. IT reserves the right to scan for and disable any unauthorized or unsecured WAPs.

WAP Best Practices:

- Activate WEP on the WAP and client
- Change the default administrator password to a more secure password
- Don't use the default Service Set Identifier (SSID)
- Don't broadcast the SSID if possible
- Use the lowest power radio output possible to minimize propagation outside the building
- Disable the WAP in non-usage periods

Remote Access

LaGrange College provides very limited direct telephone dialup access to the Campus Network for college business. This service was created for technical and administrative access to the network not available through a regular Internet connection, and is not intended to provide general Internet access to members of the LaGrange College community. In order to be granted dialup access to the Campus Network, a user must submit a request to the IITR via their department chair/supervisor. The request should indicate the period of time for which this access is to be granted and indicate how this access is consistent with the technical and/or administrative purpose of the dialup resource. For regular dialup needs, service through a commercial Internet Service Provider is recommended.

Data Security

Within institutional priorities and financial capabilities, LaGrange College provides reasonable security against unauthorized intrusion and damage to data, files and messages stored on its computer systems. The College maintains facilities for archiving and retrieving data stored in user accounts. If a user needs to recover data after an accidental loss, Information Technology staff should be contacted and every reasonable attempt will be made to recover the lost or corrupted data. Neither the College nor any Information Technology staff can be held accountable for unauthorized access by other users, nor can they guarantee data protection in the event of media failure, fire, criminal acts or natural disaster. Backing up critical files regularly is recommended.

Information Resource Use by Guests and Alumni

Use of physical facilities for information technology by guests (individuals not currently enrolled as students or currently employed as faculty or staff members of LaGrange College) and alumni is allowed only within William and Evelyn Banks Library and under the supervision of library staff. Additionally, such access is allowed only when existing resources are not being fully utilized by LaGrange College students, faculty, or staff. The use of technological resources may be extended to alumni and friends of LaGrange College without the imposition of a "user fee." A "per printed page" user fee established by Banks Library will be assessed for use of College printing resources.

User Awareness:

Because Information technologies change at so rapid a rate, updates to the Responsible Use Policy may be made between printings of College publications. It is the responsibility of the user to keep informed of the changes in this policy, which will be available on a LaGrange College web site (http://panther.lagrange.edu).

LaGrange College Cell Phone and Pager Policy

The carrying and use of cell phones, pagers and other electronic communications devices are allowed on the LaGrange College campus. Users of these devices, however, must be attentive to needs and sensibilities of other members of the College community. Furthermore, the use of these devices must not disrupt the functions of the College.

Devices must be off or ringers silenced in classes, laboratories, the library, study spaces and other academic settings and during events such as plays, concerts, speakers and College ceremonies. The term 'laboratories' explicitly includes computer laboratory spaces. Answering or operating the device during classes, laboratories, meetings or events is only appropriate in case of emergency. If the device must be answered, the user must move to a location where the class, laboratory, library patrons, etc. will not be disrupted before making use of the device.

Academic Programs

Introduction

Faculty members and the staff of LaGrange College implement academic and non-academic programs toward the fulfillment of the mission of the College. Undergirding all of the academic programs at LaGrange is the fundamental commitment to the liberal arts. Therefore, LaGrange College is first and foremost a liberal arts college. The underlying philosophy of liberal learning is found in all parts of the curriculum of the College but is most obvious in the structure of the Liberal Studies Core Curriculum, that part of the curriculum that serves as foundation and complement to the major. All baccalaureate majors share the same Liberal Studies Core Curriculum, which represents just under fifty percent of a student's formal study at the College.

The curriculum is designed to provide the components of a liberal arts education that historically have proved to be of lasting value. Those components include skills such as writing, computation, speaking, problem solving, computer utilization, ethical decision-making, and analytical thinking. Additionally, specific courses are designed to integrate knowledge from diverse disciplines including history, the arts, literature, religion, health, and the social sciences.

The desired results of this curriculum are that students will be better able to communicate clearly; to interpret and evaluate the influence of historical, cultural and religious developments upon human experiences; to gather, interpret and evaluate information to assist in problem solving and decision making; and to establish personal values, applying them to service to the community.

Core Program in the Liberal Arts

As a Methodist related institution, LaGrange College offers an educational experience which emphasizes the inter-relatedness of knowledge and the importance of understanding and evaluating human experience. The Core Program in the Liberal Arts (also known as the Common Core Program) uses an interdisciplinary approach to develop the students' creative, critical and communicative abilities. The specific objectives of the Core Program are noted elsewhere in this *Bulletin* (see "Core Curriculum").

The Core Program is designed to be integrated with other courses during the first three years of the student's experience at LaGrange College. The forty-eight semester hours included in the Core Program are

arranged in three divisions: foundation studies, integrative studies, and exploratory studies. The twelve hours of integrative studies, which bring an interdisciplinary focus to the humanities, the social sciences, and quantitative reasoning, are central to the entire Core Program. Other interdisciplinary courses required in the Core Program are Freshman Cornerstone I and Dimensions of Well Being. No transient credit will be allowed for any Rhetoric and Composition course (ENGL 1101 or 1102) or for the Integrative Studies courses (Quantitative Reasoning, Humanities I and II, The American Experience).

Foundation Studies 30 Hours

Course Taken	Min. Credit	Year
Freshman Cornerstone CORE 1101)*	3	Freshman
Freshman Cornerstone Laboratory (CORE 1102)*	1	Freshman
Rhetoric and Composition (ENGL 1101, 1102)	6	Freshman
Mathematics (MATH 1101, 2105, 2221, or 2222)	3	Freshman
(Entry level by placement)		
World Languages and Culture	6	as best scheduled
(2 sequential courses in languages: FREN, GERM, SPAN)		
Laboratory Science I and II	8	as best scheduled
(BIOL 1101-1102, 1148-1149*; CHEM 1101-1102; PHYS 1101-1102; PHYS 1121-1122)		
Dimensions of Well Being (CORE 2000)	3	as best scheduled
*Mandatory for BSN students	**30 Hours**	

Integrative Studies

Quantitative Reasoning (CORE 1110)	3	as best scheduled
(either MATH 1114 or a second MATH course of those listed above may be substituted for some majors)		
Humanities I and Humanities II (CORE 2001, 2002)	6	Sophomore
The American Experience (CORE 3001)	3	Junior
	12 Hours	

Exploratory Studies

Fine Arts 3 as best scheduled
(any beginning level classes in the Fine Arts Division Courses that satisfy this requirement are markedwith an asterisk (*) in the Art, Music, and Theatre Sections of the Bulletin)

Religion (RLGN 1101, 1102, 1103, 1104, **or** 1105) 3 as best scheduled

6 hours

TOTAL CORE PROGRAM **48 Hours**

TOTAL CORE PROGRAM 48 hours**

** Transfer students with 27 or more hours may be waived from the* CORE 1101/1102 *requirement.*

*** Although not considered a part of the Core Program, each student is required to pass 3 interim term courses (one three semester hour course per term) as part of the graduation requirements. Students may elect to complete 4 interim terms, and are encouraged to do so. Most interim term courses offer a Pass/No Credit grade option. "Requirements for Bachelor Degrees: A Summary" (pp. 83) in this Bulletin for details.*

Please read carefully the next section titled Placement.

PLACEMENT

Appropriate placement in certain courses is essential.

During the first few days on campus all students will participate in placement evaluation inventories. These inventories are necessary for (1) planning for majors and careers, (2) providing the comparison levels for subsequent assessment of the CORE Program curriculum, and (3) determining current skill levels for placement purposes. Placement in mathematics and English is based on skills assessment or standardized test scores. Students who are not predicted to be successful in Mathematics 1101 are required to enroll in Mathematics 0100. This is a pre-Core Program mathematics course, and credit in this course does not count toward the fulfillment of the 48 hours of core requirements, but does count toward hours required for graduation. English placement is based on scores obtained on the Scholastic Aptitude Test (SAT). Based on scores obtained students are placed in an appropriate section (standard, honors, or grammar-intensive) of English 1101 (cf. description of English program).

Students entering LaGrange College with two (2) years of high school level foreign language are placed in an intermediate level course of that language; or if the students choose, they may start the study of another language at the beginning level. Any student for whom English is not the native language may have the language requirement waived by submitting a written request to the Registrar from the student's advisor, the Director of International Student Services, or the Chair of the Humanities Division. Those students who are allowed to waive the language requirement must still complete the minimum 108 hours for graduation.

General Education Program, Time Restrictions

There is no time limit on the credit or validity of coursework in the CORE Program. It should be noted, however, that students who have not been enrolled at LaGrange College for four years, or who transferred from LaGrange College and subsequently return, enter the college under the Bulletin in force at the time of re-entry.

Credit-by Examination and Exemption

Students may be eligible for credit and/or exemption in certain areas through Advanced Placement (AP) Tests or the College Level Examination Program (CLEP) and other recognized testing procedures. To determine the test scores that qualify for college credit and/or exemption, students should contact the Registrar. This information is also available in the individual department sections of the Bulletin. Credit by examination (AP or CLEP) may reduce the 48 semester hour requirement of the General Education Program by the number of credit hours earned by this process.

Assessment of the General Education Program

Prior to graduation, students take an inventory, The Academic Profile, designed to determine the extent to which they have achieved the objectives of the curriculum of the Core Program. The optimal time to take The Academic Profile is during the semester following the completion of CORE 3001, the American Experience (usually either second semester of the junior year or first semester of the senior year). Meaningful participation in this testing program is a requirement for graduation with a baccalaureate degree.

The Major Programs

A major is defined as a primary program of study in which the student completes a designated number and sequence of courses within a specific discipline, department or subject area. A major may or may not offer concentrations for focused course work within the major.

A student may choose to pursue one of four baccalaureate degrees: the Bachelor of Arts, the Bachelor of Science, the Bachelor of music, or the Bachelor of Science in Nursing. Most students pursue one of these baccalaureate degrees.

Bachelor of Arts

- Art and Design
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Education
  - Early Childhood
  - Middle Grades
- English
- History
- Human Services
- Mathematics
- Music
- Political Science
- Psychology
- Religion
- Sociology
- Spanish
- Theatre Arts

Bachelor of Science

- Accountancy
- Business Management
- Business Management
- Chemistry
- Computer Science
- Mathematics

Bachelor of Science in Nursing

- Nursing

Bachelor of Music

- Creative Music Technologies
- Performance (voice, piano, organ, guitar, percussion)
- Church Music

Students enrolled in the Evening College may pursue the Bachelor of Arts in Business Administration, the Bachelor of Arts degree in Human Development or an Associate of Arts in Liberal Studies. Please refer to the Evening College Bulletin for more details about these programs.

LaGrange College also offers graduate programs. In these programs, students may complete the Master of Arts in Teaching or the Master of Education in Curriculum and Instruction. Please refer to the Graduate Bulletin for more information about these programs.

Interdisciplinary Major

The Interdisciplinary Major at LaGrange College allows highly motivated students to pursue a self-designed, individualized program leading to a Bachelor of Arts degree in Interdisciplinary Studies.

To be eligible to pursue the interdisciplinary major, a student must exhibit a high-level of maturity and self-direction. A grade point average of 3.3 or permission of the Academic Dean is required at the time of submission of the proposal The major may be declared upon completion of 27 semester hours, but no later than 66 semester hours.

Policies and Procedures:

1) The proposed major must stem from at least two separate disciplines, but no more than three, and be supportable by the existing resources of the college.

2) The student must select an advisor in each discipline with one agreeing to serve as the principal advisor.

3) The student must research and select classes totaling at least 36 semester hours that relate to the proposed major and justify the inclusion of each course. At least 30 semester hours must be from courses at the 3000 level or above.

4) The proposal must include a clear sense of where the interdisciplinary major would lead the student (graduate school or career possibilities). The proposal should also state why the Interdisciplinary Studies Major better suits the student's needs than existing majors/minors offered at LaGrange College.

5) The final major curriculum will be determined by the student in consultation with all advisors. All general education requirements must be met for graduation. The major must culminate in a capstone paper or project approved by all advisors and supervised by the principal advisor. The student must register for INDV 4499 during his or her senior year.

6) The student must complete the Interdisciplinary Studies Proposal Form, which may be acquired from the registrar's office. The proposed major must be approved by all advisors, the curriculum

committee and the Academic Dean. It must also be filed with the registrar's office. Any changes to the approved curriculum must have the approval of all advisors, the curriculum committee and the Academic Dean. An amendment form with these approvals must be submitted to the registrar's office.

Major Requirements, Time Restrictions

Course work requirements in major programs necessarily change in response to evolving curriculum concerns and changing student needs. Students' major requirements are governed by the Bulletin in force at the time of the declaration of the major. The declaration of major is initiated with the head of the respective department.

At the discretion of the department chair, students may be required to demonstrate proficiency and/or currency in the subject matter if the major course work is older than five (5) academic years. Normally credit hours earned in the major may not be applied to the completion of the major, if the hours earned are older than eight years, dated from the student's initial matriculation.

Students who have been out of school longer than two years must again declare their majors.

Independent Study in the Major

In certain majors, independent study courses are offered. These courses are limited to upper-class major and minor students who have completed at least two-thirds of their particular major or minor program, and who wish to pursue a special problem or course of reading beyond that taken up in any formal course and lying within the capabilities of the library and laboratories. In order to be eligible for independent study, the student must have at least a 3.0 average in major courses. Total credit which can be earned through independent study normally will not be more than six semester hours. Written permission to enroll in such a course must be obtained from the instructor, the chair of the department concerned, and the Vice President for Academic Affairs and Dean. A descriptive syllabus including the method of evaluation must be submitted with the petition.

Assessment in the Major

The faculty members who are responsible for instruction in the major programs have identified specific objectives for a major in that discipline. There is an assessment, devised by the faculty in the

discipline that determines the extent to which the objectives have been met by the student. That assessment is a requirement for students who graduated in June 1990, or who will graduate thereafter. The assessment styles are varied. Students should carefully explore with their adviser in their intended major the nature of the assessment. A satisfactory assessment in the major is a requirement for the degree. The chair of the department offering the major must certify satisfactory completion of the assessment component.

Students who fail to complete satisfactorily the assessment in the major and exhaust reassessment opportunities at the departmental level may appeal the decision of the department as described in the Academic Procedures and Regulations section.

Advice and Counseling in the Major

All students are assigned an academic adviser. Prior to the declaration of a major a student is advised by his or her Freshman Cornerstone instructor. Subsequent to declaring a major, the student and the department chair work together in planning a program. The ultimate responsibility for selecting the proper courses in order to complete the desired degree is the responsibility of the student.

Minors

Academic minors may be earned in most departments. A minor must include at least 12 semester hours, 6 of which must be in 3000-level or above courses. Some departments do not designate the courses required for the minor, but the courses selected must be approved by the chair of that department.

Pre-professional Programs of Study

LaGrange College has a curriculum and environment that is well suited to preparation for further study in fields such as law and medicine. These programs include, but are not necessarily limited to, preparation for the following areas.

Dentistry

Dr. William McCoy is the general adviser. Students should consult frequently with Dr. McCoy in addition to their primary advisors for their majors. The pre-dental student should select a major as early as possible and work toward the B.A. degree. Some dental schools accept students with fewer than four years of college training, but most of them prefer a student with the baccalaureate degree.

The pre-dental student should be familiar with the specific requirements set by the dental schools to which he or she plans to apply. There is some variation in the requirements of the various schools, but the minimum requirements set by most schools of dentistry are:

Inorganic (General) Chemistry with lab	8 semester hours
Organic Chemistry with lab	8 semester hours
Biology with lab	8 semester hours
Physics with lab	8 semester hours
English	9 semester hours

All applicants must complete the Dental Admission Test not later than the October 31 testing preceding the year of desired entry. Dental schools also expect experience in the dental field. The student should keep records of dates, duration and type of experience when involved in shadowing, volunteer, or paid work.

ENGINEERING

LaGrange College has an engineering-oriented program designed to provide a broad liberal arts background while preparing the student for a professional engineering program. Dual-degree programs in engineering have been established with Georgia Institute of Technology and Auburn University. Students accepted in the dual-degree program will attend LaGrange College for approximately three years (81 semester hours if entering under this Bulletin) while they complete the Core Curriculum and the pre-engineering courses listed at the end of this section. The student will then attend the engineering institution and complete a major in engineering, a process that generally takes two to three additional years. After completion of the degree requirements for both institutions, the student will receive an engineering degree from the engineering institution and a Bachelor of Arts degree from LaGrange College.

All students considering either the dual degree option should contact the pre-engineering adviser, Dr. Bill McCoy, prior to registration. Students must complete all components of the Core Curriculum, including the exit Academic Profile exam before transferring to the engineering

institution. Pre-engineering students must complete all of the following courses before attending the engineering institution:

Calculus I, II and III

Differential Equations

Linear Algebra (Ga. Tech.)

General Chemistry

General Physics I and II

Please note that calculus based physics (General Physics PHYS 1121-1122) is required. Students must begin the study of calculus as early as possible in order to be prepared for the physics sequence.

JOURNALISM

The student who plans a career in journalism needs a wide range of courses in many areas. A recommended basic program would include: ENGL 2260 Journalistic Writing I (3), ENGL 2262 Journalistic Writing II (3), ARTD 2201 Graphic Design I: Fundamentals (3), ARTD 2223 Basic Photography (3), plus experience working on one of the student publications:

The Hilltop News (paper)

The Scroll (magazine)

Specific courses to prepare for admission to individual schools should be selected in consultation with the student's advisor.

LAW

The pre-law advising committee is chaired by Dr. Tracy Lightcap and is composed of Dr. Lightcap, Dr. Frederick Mills, and Dr. Brenda Thomas. Students considering law school should consult with one of these faculty members beginning in their freshman year and should meet regularly with other students interested in pre-law. Law school bulletins and LSAT study guides are located in the William and Evelyn Banks Library.

Students entering law school come from varied undergraduate programs. It is not really possible to say which major serves as the best preparatory background for law school. Almost every law school bulletin, however, suggests that entering students must have a strong background in history, political science and English as well as some preparation in economics, business, sociology, psychology and mathematics.

Medicine (M.D.)

Dr. William McCoy is the general adviser. Students should consult early and frequently with Dr. McCoy in addition to their primary advisers for their majors. The pre-medicine student should select a major as soon as possible and seek the B.A. or B.S. degree. Medical schools rarely accept candidates with less than the baccalaureate degree.

The student should be familiar with the requirements of the several medical schools to which he or she plans to apply. Requirements vary somewhat in the various medical schools, but the minimum requirements of most medical schools are:

Biology with lab	8 semester hours
General Chemistry with lab	8 semester hours
Organic Chemistry	8 semester hours
Physics	8 semester hours

Every applicant must take the Medical College Admission Test, preferably in the spring preceding the submission of his or her application to medical school, but no later than the fall of that year. Students should take General Chemistry (CHEM1101-1102) as a freshman to be on-track for the MCAT exam, normally taken in the spring of Junior year. Biology1101-1102 is also suggested for freshmen year if scheduling allows. Medical schools also expect experience in the field of medicine. Students should keep records of dates, duration and types of experience when participating in shadowing or volunteer or paid work in a hospital, doctor's office or other medical facility.

Optometry

The pre-optometry general adviser is Dr. William McCoy. Students should consult early and frequently with Dr. McCoy in addition to their primary advisers for their majors. Though selected students may be admitted to optometry school after three years of preparation, most are admitted after receiving Bachelors or Masters degrees. Optometry involves fours years of study after admission to the program and in some areas also includes a brief internship. Majors in any academic area are acceptable though the student should include emphasis on the sciences. The pre-optometry requirements are the same as pre-med plus a course each in statistics and calculus. Preparation for admission to a specific school can be planned with the assistance of the advisor. Prospective optometry students must take the Optometry Admission Test (OAT) in October or February.

Pharmacy

The pre-pharmacy general adviser is Dr. William McCoy. Students should consult early and frequently with Dr. McCoy in addition to their primary advisers for their majors. While the admission requirements vary, the following is standard course work as a minimum: CHEM 1101-1102, 2201-2202, BIOL 1101-1102, MATH 2221 and 1114, PHYS 1101, ECON 2201-2202, ENGL 1101-1102, and 6 semester hours each of Humanities and Social/Behavioral Science. POLS 1101 and HIST 1111 or 1112 may be required as well as electives to reach 60 semester hours.

Physical Therapy

The pre-physical therapy general adviser is Dr. William McCoy. A few schools which offer training in physical therapy award a Bachelor's degree after successful completion of classroom and clinical work. Students are admitted to such programs after completion of 60 semester hours of work including approximately 12 hours in Humanities, 12 hours in math and science, 12 hours in social science plus 24 hours in a major field such as biology.

Specific courses to prepare for admission to individual schools should be selected in consultation with the adviser. Many schools have moved to the Doctor of Physical Therapy (DPT) degree. These schools require a bachelor's degree as well as completion of the pre-physical therapy core. Most schools look for experience working with or observing a certified physical therapist. Students should keep records of dates and duration of such experience.

Veterinary Medicine

Dr. William McCoy is the general adviser. Students should consult early and frequently with Dr. McCoy in addition to their primary advisers for their majors. The pre-veterinary student should be familiar with the specific requirements of the school to which he/she plans to apply. The minimum requirements set by most schools of veterinary medicine are as follows:

A candidate must have completed at least 54 semester hours of college credit by the end of the spring semester before fall matriculation at the veterinary school. The baccalaureate degree is preferred. The following courses should be completed prior to entry into veterinary school.

English	6 semester hours
Biology with lab	8 semester hours
Advanced Biological Science	8 semester hours
Physics	8 semester hours
Biochemistry	3 semester hours
Inorganic (General) Chemistry with lab	8 semester hours
Organic Chemistry with lab	8 semester hours

The candidate must have worked with a veterinarian, and must have had hands-on experience working with large and small animals.

Each applicant will be required to take the Graduate Record Examination (GRE) and the GRE biology subject test. These tests should be taken in October or December of the year prior to probable admission to veterinary school. The results should be received by VMCAS by February 1 of the year following the application.

Summary List of Majors and Minors Offered at LaGrange College

	Major	Minor
Accountancy	X	X
Art and Design	X	X
Biochemistry	X	
Business Management	X	X
Chemistry	X	X
Coaching		X
Computer Science	X	X
Education	X	
English	X	X

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	Major	Minor
French		X
History	X	X
Human Services	X	X
Interdisciplinary Studies	X	
Latin American Studies		X
Mathematics	X	X
Music (B.A.)	X	X
Music (B.M.)	X	X
Nursing	X	
Philosophy		X
Political Science	X	X
Psychology	X	X
Religion	X	X
Church Leadership	X	X
Sociology	X	X
Spanish	X	X
Theatre Arts	X	X
Women's Studies		X

Evening College degrees:

Associate of Arts In Liberal Studies

Bachelor of Arts in Business

Bachelor or Arts in Human Development

Graduate degrees:

Master of Education in Curriculum and Instruction

Master of Arts in Teaching

Art Education (MAT)

Secondary Education (MAT)

Endowed Lectureship

The Jennie Lee Epps Memorial Lecture was re-established in 1997 by a gift from Dr. Grace Hadaway Boswell '49 and her husband, Dr. R. Dean Boswell. Dr. Epps was a faculty member from 1931 until her death in 1961.

The Waights G. Henry, Jr., Endowed Lectureship was established by a gift from the Neighbors Fund, Inc. in memory of Dr. Henry, president and chancellor of LaGrange College over a period of 42 years. Income from the endowment is to be used in funding the Waights G. Henry Lecture for the benefit of our students and as approved by the trustees of the College.

The Arthur H. Thompson Lectureship brings to the campus a noted scholar to address the faculty and student body on the interrelationship of a field knowledge and the Christian religion. The endowment was established by Mrs. Mary Will Thompson, class of 1898, in memory of her husband, who served as chairman of the Board of Trustees of the College. He expressed his philosophy in the statement: " The greatest thing in life is the simple faith of an honest man."

The Lorenzo Valla Visiting Scholar Program was established in 1996 by Mr. and Mrs. Tom Bushar (Linda Doolittle Bushar '96) The program was named for the 15th century Italian humanist and brings to campus a recognized scholar.

Awards and Recognitions

The Nancy Alford Award is awarded each year to the sorority accumulating the greatest number of points in the areas of scholarship, leadership, sportsmanship, and community service.

The Irene E. Arnett Drama Award is presented annually to the member of the senior class who shows that greatest potential for contribution to the field of theatre, devotion to the tasks in the theatre, and dedication to the principles of good theatre– to amuse the heart and lift the spirit to a better understanding of man and his struggle in this world and towards his God.

The Needham Avery Art Award is a purchase award granted annually in visual arts, provided by Dr. and Mrs. R.M. Avery in memory of their son.

The Josephine A. Case Scholarship is awarded to a junior for excellence in art and promise of achievement in that field. This award carries a stipend and is associated with the Josephine A. Case Collection of American Indian Art which Mrs. Case and her husband, the late Dr.

Leland D. Case of Tucson, donated to LaGrange College. Both hold honorary doctorates from this school.

The Frances Marion Chalker Medlock Prize for Poetry is awarded to a student exhibiting profound love and appreciation of poetry in memory of Frances Marion Chalker Medlock. The deserving student is chosen by the English Department.

The Austin P. Cook Award is presented annually by the Student Government Association to the organization that made the most positive **impact on campus life during the year.**

The Roger Guptill Award is presented annually in memory of the late Dr. Roger Guptill, minister, teacher, and Christian gentleman, to a senior class student of the Department of Religion preparing for full-time church service.

The Mamie Lark Henry Drama Scholarship is presented annually to a student in recognition of superior contribution to the Theatre Arts Department.

The Mamie Lark Henry Scholarship Cup is presented each semester to a sorority with the highest grade-point average the previous semester.

The Waights G. Henry, Jr., Leadership Award is given annually by the Student Government Association to a student who has actively demonstrated effective leadership skills. Selection of the recipient is made by a committee composed of students, faculty, and administrators.

The Evelyn Powell Hoffman Drama Scholarship is provided by her family in memory of their wife, mother and sister, a graduate of the class of 1930. It is to be awarded annually to a freshman student through audition. The selection of the recipient is to be made by the Theatre Arts Department faculty.

The Karen Sue Kafrouni Award is presented annually by the History Department for a member of Phi Alpha Theta and a graduating senior with the highest academic achievement.

The Mary Hunter Lindsey Award is provided by the late Rev. William Oliver Lindsey, Sr., in memory of his wife, Mary Hunter Lindsey, class of 1914. It is awarded annually to United Methodist students entering the senior class in college and preparing for a full-time church ministry. The selection of the awardees is made by the faculty of the Religion Department.

The John Love Scholarship Cup is presented each semester to the fraternity with the highest grade point average the previous semester.

The Weston L. Murray Award is presented to the senior class member of the Georgia Delta Chapter of Pi Gamma Mu who has the highest record of achievement and contribution in the field of Social Science.

The Meri Meriwether Norris Award was established in 1998 in memory of this 1980 alumna by her husband, Dr. Tommy Norris. This award is presented annually to a nursing student who demonstrates extraordinary compassion.

The Outstanding Achievement in Psychology Award is presented annually by the psychology department to the senior psychology major who, through academic excellence and service, has made an outstanding contribution to the field of psychology.

The Pike Award is provided by Mrs. William C. Key (Ruth Pike) and the late Mrs. William Franklin Daugherty (Ethel Pike) in memory of Adelia Hunter and Christian Nathaniel Pike. It is awarded annually to Methodist or Baptist students entering the senior class in college and preparing for a full-time church vocation or majoring in Religion or Religious Education.

The Walter Malcolm Shackelford Award is presented annually to a graduating senior who has majored in Education and has demonstrated outstanding academic performance, leadership, and service to the College.

The Annie Moore Smith Award is a purchase award given annually in visual arts, provided by Mrs. Rebecca Moore Butler, class of 1924, in memory of her sister, Annie Moore Smith, class of 1915.

The W. Lee Wilson, Jr., Art Award is presented annually by the Art Department to a graduating senior who has excelled in the art of photography. Mr. William L. Wilson established the award in 1998 in memory of his son.

The Jean Young Award in Photography granted annually, was established in memory of Jean Young who was the first curator of the Lamar Dodd Art Center. The award is a book on contemporary photography and is presented to the student who has demonstrated an exceptional commitment to photographic art.

Departmental Awards are presented annually at Honors Day in the spring. Numerous departmental awards are made at that time.

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ACADEMIC DIVISIONS, DEPARTMENTS, AND COURSES

Arts Kim Barber, Chair
Professors: Anderson, Lawrence, Taunton
Associate Professors: Barber, M. Brown, Edwards, L. Johnson, Reneke
Assistant Professors: Tomschek, Turner
This division includes the Departments of Art and Design, Music, and Theatre Arts. The B.A. and B.M. degrees are offered.

Core Program and Interim Term Sarah Beth Mallory, Chair

Humanities and Social Sciences David Ahearn, Chair
Professors: Cafaro, Dulin-Mallory, Mills, Slay, Thomas
Associate Professors: Ahearn, Cook, O'Connor, Plumlee, Scott, Williams, Lightcap, Simmons
Assistant Professors: Cody, Flores, Gulley, Lee, Lingenfelter, Shirley, Tures , Wilson

This division offering the B. A. Degree includes the following departments:
English Language and Literature, History, Human Services, Latin American Studies and Modern Languages,
Political Science, Religion and Philosophy

Professional Programs Maranah Sauter, Chair
Professors: Birkeli, Sauter
Associate Professors: Barrett, Hillyer, Rosencrants, Williamson
Assistant Professors: Alford, Bearden, Blair, Frederick, Geeter, Hampton, Hay, Livingston, Messer, Yates

This division includes the following departments:
Department of Business offering The B. S. in Business Management, B. S. in Accountancy, minor in Business Management, minor in Accountancy, Department of Education offering: The B.A. M.A.T. and M.Ed. degrees Department of Health and Physical Education, Department of Nursing offering the B.S.N.

Science and Mathematics Greg McClanahan, Chair
Professors: Evans, Hurd, Kraemer, McClanahan, McCoy, Riddle, Shelhorse,
Associate Professors: Haas, Mallory, Paschal, C. Yin, W. Yin
Assistant Professors: Hall, Hwang, Pomeroy-Black

The Natural Sciences and Mathematics Division includes the Departments of Biology, Chemistry and Physics, Computer Science, Mathematics and Psychology. The B.A. and B.S. degrees are offered.

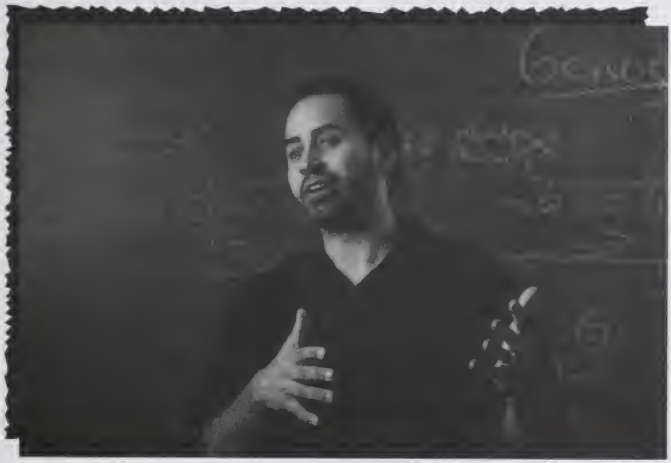
Course Numbering System and Abbreviations

The projected schedule of classes will be followed insofar as possible, but is subject to change.

Courses numbered 1100 through 1199 are intended primarily for freshmen and sophomores. Courses numbered 2200 to 2299 are intended primarily for sophomores; the number may, alternately, mean credit of less than three semester hours.

Courses numbered 3300 through 3399 and above are intended primarily for juniors and seniors.

Courses numbered 4400 through 4499 are intended primarily for seniors. The number in parentheses following the course title indicates the number of semester hours credit for the course.



Abbreviations

Accountancy	ACCT
Art and Design	ARTD
Biology	BIOL
Chemistry	CHEM
Computer Science	CSCI
Core	CORE
Economics	ECON
Education	EDUC
Early Childhood	EDUC
Middle Grades	EDUC
English	ENGL
Finance	FNCE
French	FREN
German	GERM
Health and Physical Education	HPED
Physical Education	PEDU
History	HIST
Human Services	HUSV
Language	LANG
Latin American Studies	LAST
Library Science	LIBR
Management	MGMT
Marketing	MRKT
Mathematics	MATH
Music	MUSI
Nursing	NURS
Philosophy	PHIL
Physics	PHYS
Political Science	POLS
Psychology	PSYC
Religion	RLGN
Spanish	SPAN
Theatre Arts	THEA
Women's Studies	WMST

ART AND DESIGN

Introduction

The Department of Art and Design offers major concentrations in painting/drawing, graphic/surface design, printmaking,ceraics/sculpture, photography and in art history/museum studies. The courses required of the studio concentration are specific and scheduling should be determined in consultation with an art faculty advisor. A student may choose a studio concentration in more than one area.

Objectives

The follow objectives are established as a basis for the Art and Design Studio Program at LaGrange College:

- to develop technical knowledge pertaining primarily to the student's chosen area of concentration, but not limited to it.
- to assist students in finding and focusing their creative ideas into a consistent body of work.
- to instruct students in the correct means of presenting their work in a portfolio and culminating a required senior exhibition.
- to encourage students to exhibit their work and acquaint them with the gallery system.
- to encourage students to pursue graduate study.
- to provide students with a basic understanding of the history of Western art.
- to provide the students with a creative environment by using all available resources. This would include field trips to galleries and museums, course work in locations of artistic interest, guest lectures and workshops related to the exhibitions in the College's galleries.

Requirements for a Studio Concentration major in Art and Design:

9 hrs. **Art History** – ARTD 1109, 1110, 1111 or an Art History elective

9 hrs. **Basic Core** – These should be taken during the freshman/sophomore year as these courses are generally considered to be prerequisites for all other studio courses – ARTD 1151, 1152, 1153

12 hrs. **Introductory Studio Courses:** One course from each of the following studio disciplines:

Painting or Drawing

Design or Printmaking

Photography

Ceramics or Sculpture

9 hrs. **Major Concentration** – three additional courses in one of the above disciplines including Senior Seminar.

3 hrs. **Senior Seminar** – A course in which senior art majors bring into focus their artistic objectives in a body of work to be presented in an exhibition. The student will also create an artists' statement, résumé and a slide portfolio.

42 hrs total hours required

Assessment

Success in achieving the objectives of the Art and Design major will be measured in the following ways:

- Completion of each major course with a grade of C or better
- Exemplary completion of assignments and independent study, and the presentation of work in scheduled critiques.
- An Exit or Senior Exhibition of work done in the student's major studio discipline.

Requirements for Art History/Museum Studies Concentration

The Art History/Museum Studies Concentration offers two options. A student may focus on art history or may choose a combination of art history and museology. Courses include art history, graphic design, studio courses, and an internship. The program also offers hands-on experience in the exhibition program and the regular collection of the Lamar Dodd Art Center.

Requirements for a Concentration in Art History:

6 hrs. **Art History Survey I and II** - ARTD 1109, 1110

15 hrs. **Art History courses** – Modern Art, The Art of Greece and Rome, Art of the Renaissance, Art of the Seventeenth and Eighteenth Centuries in Europe and America, Art of the Nineteenth Century in Europe and America. - ARTD 1111, 3103, 3105, 3106, 3107

12 hrs. **Studio Courses**

3 hrs. **Internship or Independent Study in Art History**

3 hrs. **Senior Seminar** - A course in which senior art history and museum studies students work on research and writing skills. They also prepare a résumé and focus on applying for graduate school.

39 total hours required

Requirements for a major in Art History/ Museum Studies Concentration:

6 hrs. **Art History Survey I and II** – ARTD 1109, 1110

12 hrs. **Art History electives** – Modern Art, The Art of Greece and Rome, Art of the Renaissance, Art of the Seventeenth and Eighteenth Centuries in Europe and America, Art of the Nineteenth Century in Europe and America. - ARTD 1111, 3103, 3105, 3106

9 hrs. **Studio Coursework** – Three courses in elective studio

3 hrs. **Graphic Design** - ARTD 2201

6 hrs. **Museum Studies I and II** - ARTD 3102, 3102

3 hrs. **Internship**

39 hrs. total hours required

Assessment

Success in achieving the objectives of the Art History/Museum Studies Concentration will be measured in the following ways:

- Sophomore review
- Completion of each major course with a grade of C or better
- Participation in the Art History Forum or other public presentation of research

Awards

The Art and Design Department presents four awards annually during Honor's Day Convocation. These are purchase awards that allow the college to acquire works of art by the award recipients. The faculty of the Art and Design Department presents these awards to students for superior performance and a proven commitment to their craft.

Minor

A minor in Art and Design, Art History/Museum Studies consists of 18 semester hours: at least one course in art history, at least one course at the 1000 level, and 4 other courses selected in consultation with your minor advisor.

Course Descriptions (ARTD)

ARTD 1109 Art History Survey I. (3) * Fall
A course in the visual arts of western civilization from the Paleolithic period through the 16th century. Cultures surveyed will include Egyptian, Mesopotamian, Greek, Roman, Early Christian, Byzantine, Medieval, Gothic and the Early Renaissance.

ARTD 1110 Art History Survey II. (3) * Spring – alternate years
This course will survey the history of Western art and architecture from the High Renaissance to the beginning of the 20th century, including the stylistic movements of the Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Expressionism and Cubism.

ARTD 1111 Modern and Contemporary Art History. (3) * Spring- alternate years.
This course traces the development of 20th century painting and sculpture beginning with Picasso and cubism and includes the movements of surrealism, futurism, abstract – expressionism, pop, op,

minimalism, conceptual art, super realism and neo-expressionism. While emphasis is given to painting and sculpture, developments in architecture, photography and crafts are also included.

ARTD 1151 Basic Drawing. (3) * Fall
A course in drawing fundamentals, including line, value, composition, perspective, and chiaroscuro. A variety of drawing media will be explored.

ARTD 1152 2-D Design. (3) * Spring
A study of the basic design elements and principles. Emphasis will be on creative problem solving and development of unified designs. A study of color theory and relationships will be included.

ARTD 1153 3-D Design. (3) * Fall
This course will explore the fundamentals of three-dimensional form using various materials such as wood, clay, plaster, paper, etc. Craftsmanship, creative thought, and transformation of ideas into form while becoming familiar with proper use of tools and equipment is also emphasized.

ARTD 2201 Graphic Design I: Fundamentals. (3) Fall
An introduction to the fundamentals of graphic design, including typography, and layout. Basic MacIntosh computer skills will be covered, including working with fonts, system basics, printers and service bureaus, and understanding file formats.

ARTD 2211 Life Drawing. (3) Spring
A course in the study of human anatomy and the expressive potential of the human form. Drawing from the model, both nude and clothed, and from the skeleton using a variety of drawing media.
Prerequisite: ARTD 1151 (Basic Drawing) or permission of instructor

ARTD 2222 Graphic Design II: Logos and concepts. (3) Spring
A course exploring the development of graphic ideas through projects in advertising, layout, corporate identity, magazine and poster design. Students will be exposed to basic concepts of logo design.
Prerequisite: ARTD 2201

ARTD 2223 Basic Photography. (3) * Fall
An introductory course in black and white photography. The course includes the mechanics of the camera, film exposure for zone placement, film processing and printing from the negative as well as a survey of the history of photography.

ARTD 2224 Photography II . (3) Spring
A course in studio and large format photography using both black / white and color materials. Projects are assigned in lighting, exposure controls using sheet film with the 4 x 5 and 8 x 10 view camera, film processing, printing, and advanced techniques of photographing the still life, portraits, architecture, landscape, and in commercial applications of photography.

ARTD 2227 Ceramics–Methods and Materials (3) * Fall
This course is an introduction to ceramic methods and techniques. It will explore both wheelthrowing and hand building used in forming vessels and sculpture. This will include using the potter's wheel, slabs, coils, textures to create form. Glazing, decoration and firing methods such as raku, pitfire and standard reduction will also be emphasized.

ARTD 2229 Ceramics–Wheelthrowing. (3) * Spring
This course is an introduction to basic wheelthrowing techniques, beginning with centering and opening then progressing to pulling basic cylindrical forms, teapots and bottles. Glazing, decoration and firing methods such as raku, pitfire, and standard reduction are also included.

ARTD 2271 Beginning Painting, (3) Fall
An introduction to painting with acrylics of oils. Projects will explore the fundamentals of composition and modeling with color and light, as well as abstraction and mixed media.
Prerequisite: ARTD 1151 (Basic Drawing) or permission of instructor

ARTD 2272 Sculpture I . (3) * Spring
The projects in this class will address both traditional and contemporary issues in sculpture such as figure modeling, carving, found object sculpture, narrative imagery, environmental sculpture and metal working.

ARTD 2273 Printmaking I. (3) * Fall
A course in the basics of intaglio and relief printmaking techniques, selected print and book arts media, and the development of creative imagery.

ARTD 3101 Museum Studies I (3) Fall
In addition to textbook study, students are actively engaged in the activities of the Lamar Dodd Art Center: cataloguing the collection, organizing and hanging exhibitions, and overseeing the gallery's daily activities. Students visit area museums not only to view their collections and special exhibitions, but also to learn from museum personnel about the functioning of a museum.

ARTD 3102 Museum Studies II (3) Spring
This course traces the history of museums, discusses contemporary practice in museums, and examines current issues in the Museology. It explores the museum's mission and its role in society through case studies and exhibitions in a variety of museums: art, living history, history, children's, and ethnographic.
Prerequisites: ARTD 3101 (Museum Studies I)

ARTD 3103 The Art of Greece and Rome (3)* Spring
This course focuses on the art of Greece and Rome, emphasizing the historical and cultural context of the works studied.
Prerequisite: ARTD 1109 (Art History Survey I) or permission of instructor

ARTD 3105 Art of the Renaissance (3)* Fall
This course focuses on the painting, sculpture, and architecture of the Renaissance, considering the works in their historical and cultural context.
Prerequisites: ARTD 1110 (Art History Survey II) or permission of instructor

ARTD 3106 Art of the Seventeenth and Eighteenth Centuries in Europe and America (3)* Spring
This course examines works of painting, sculpture, and architecture created in Western Europe and in the United States during the seventeenth and eighteenth centuries and explores the cultural and historical circumstances of their creation.
Prerequisites: ARTD 1110 (Art History Survey II) or permission of instructor

ARTD 3107 Art of the Nineteenth Century in Europe and America (3)* Fall
This course focuses on the painting, sculpture, photography, and graphics of the nineteenth century in Europe and America.
Prerequisites: ARTD 1110 (Art History Survey II) or permission of instructor

ARTD 3108 Art of the Non-Western World. (3)* Spring
This course treats the art of non-western cultures: South and Southeast Asia, China, Japan, Korea, Pre-Columbian America, Africa and Oceania.

ARTD 3222 Digital Imaging. (3) Spring
A course dealing with the art of computer technology, with emphasis on photographic image manipulation. Emphasis will be placed on developing creative personal imagery.
Prerequisite: ARTD 2201 or permission of instructor

ARTD 3301 Advanced Graphic Design. (3) Fall
This course explores advanced design principles in such areas as applied surface design, fundamental web design, and advanced topics in typography, layout and corporate identity. The course is designed to assist students in developing a portfolio of their work.
Prerequisite: ARTD 2201, ARTD 2222, ARTD 3222

ARTD 3311 Advanced Life Drawing. (3) Spring
Advanced work with the figure in projects exploring composition and subjective expression.
Prerequisite: ARTD 2211

ARTD 3323 Photography III. (3) Fall
Advanced work in black and white photography to illustrate social and narrative issues relevant to the photographer's concerns. Emphasis will be placed on documentary photography, its history and the stylistic techniques of contemporary photojournalism. Projects dealing with reportage, illustration, documentation and the photographic essay will be assigned.
Prerequisite: ARTD 2223 or consent of instructor.

ARTD 3324 Photography IV. (3) Spring

Independent studio experience in advanced large format photography. Each student will create a series of projects based on the concepts presented in ARTD 2224.

Prerequisite: ARTD 2224

ARTD 3327 Intermediate Ceramics. (3) Fall
This course will emphasize ceramic design using hand building and/or wheelthrowing techniques. Projects are flexible in their construction method in order to accommodate different ability levels and interests. Projects with commercial potential such as lamp bases, teapots, covered jars and tile, etc. will be explored. Glazing, decoration and firing methods such as raku, pitfire, and standard reduction are also emphasized.
Prerequisite: ARTD 2227, 2229 or consent of instructor

ARTD 3329 Advanced Ceramics (3) Spring
This course is designed to allow the student to independently explore methods and techniques covered in previous ceramic classes.
Prerequisite: ARTD 2227, ARTD 2229, 3327

ARTD 3341 Internship. (3-9) Fall, January, Spring
A supervised experience in an off campus professional environment such as a photography studio, a surface or graphic design studio, or a museum or gallery administrative office.

ARTD 3351 – 3352 Senior Seminar. (3-6) Fall and Spring
An independent studio experience where the advanced and senior status art major brings into focus and produces a body of work in one or two disciplines. The student may take from 3 to 6 hours of credit in this course depending on the student's interest. The course includes discussion and readings in contemporary theory and criticism, field trips to museums and galleries, the creation of a personal artist statement, group critiques, writing a vitae, and business and graduate school opportunities.

ARTD 3371 Intermediate Painting. (3) Fall

Advanced work in either acrylics or oils. Projects will allow for the development of personal imagery, experimental approaches to the media, and other advanced concepts.

Prerequisite: ARTD 2271 or 2275

ARTD 3372 Sculpture Methods II. (3) Spring
This course is designed to allow the student to independently explore ideas, methods and techniques covered in previous sculpture classes.
Prerequisite: ARTD 2272

ARTD 3373 Printmaking II. (3) Fall
A continuation of Art 2273 including advanced exploration of color prints and other selected print and book arts media.
Prerequisite: ARTD 2273

ARTD 3375 Advanced Painting. (3) Spring
A further exploration of either oils or acrylics. Students develop a series of paintings that explore specific imagery, materials, or techniques.
Prerequisite: consent of instructor

*** Denotes courses in Art and Design that may satisfy Fine Arts requirements in Core Curriculum**

BIOLOGY

Specific Objectives for the Major

The biology faculty works with their majors to help them develop an understanding and working knowledge of the life phenomenon from the subcellular through the organismic level. All majors will have the opportunity to learn about the diversity of living organisms and the significance of these organisms to the natural ecosystem and to man's economy. All majors will learn about the human as a model for anatomy, physiology, histology and embryonic development, as a host of parasites and as a product of organic evolution. Biology students will also gain an understanding of life on a smaller scale as they encounter patterns of inheritance, gene action, microbiology, life at the cellular level and the impact of microorganisms.

Method of Accomplishing Objectives

The student is presumed to have accomplished the general and specific objectives by satisfactorily completing the courses which constitute the major. A major in biology consists of the following courses: Biology 1101-1102, 2201-2202, 3301-3302, 4401-4402 and Chemistry 1101-1102. The student may choose from Math 2105 (precalculus), Math 2221 (calculus I), Math 1114 (statistics), and Core 1110 (quantitative reasoning) to satisfy the math requirement for the Biology Major. Typically a student who starts in Biology 1101 and 1102 as a freshman will take the Organismic Biology block as a sophomore, the Human Biology block as a junior and the Cell and Molecular Biology block as a senior. It is recommended that the student take Biology 1101 and 1102 as a freshman or sophomore. Students who are preparing for entrance into graduate school or professional schools may need to take additional chemistry, math and physics courses as indicated in the Pre-Professional and Co-operative Programs section of this catalog.

Demonstration of Accomplishment of Objectives

The student will demonstrate that he has accomplished the objectives of the major by passing the departmental exit exam at the 70% level or higher. The Biology department continues to use the success of its graduates in the job market and in advanced study as a gauge of the applicability of its goals and the success of its students in attaining these goals.

Career Options

Graduates of the College who have majored in biology typically pursue careers in teaching, pharmacy, medicine, dentistry, veterinary medicine or physical therapy. In addition, many graduates find employment in industry–some in laboratories, some in management and others in research and development. Most careers require further formal study in graduate or professional schools.

Course Descriptions (BIOL)

BIOL 1101 General Biology I. (4) Fall, Spring
This is the beginning Biology course for majors and non-majors. It is a pre-requisite to all other biology courses except for Human Anatomy and Physiology. General Biology deals with the phenomenon of life as is manifested in all types of living organisms. The origin of life, chemistry of life, cellular and tissue organization, metabolism, cell division, genetics, gene action and functioning of the organ systems are among topics covered in General Biology. There are no pre-requisites to General Biology I.

BIOL 1102 General Biology II. (4) Spring
This course is a continuation of General Biology I.
Prerequisite: BIOL 1101

BIOL 1148 Human Anatomy and Physiology I. (4) Fall
A study of the structure and function of the human body. Designed for nursing majors. May be taken as core science requirement and may be substituted for BIOL 1101 as a prerequisite to BIOL 2320.
Prerequisite: none

BIOL 1149 Human Anatomy and Physiology II. (4) Spring
A continuation of Human Anatomy and Physiology I.
Prerequisite: none

BIOL 2201 Organismic Biology I. (4) Fall
Organismic Biology deals with the organisms, populations and ecosystems as the targeted level or organization. Organic evolution as a source of diversity of organisms, schemes of classification of organisms and the biology of the organisms themselves are the chief targets of this course. Population dynamics and ecological interactions are also included.
Prerequisites: BIOL 1101 and 1102

BIOL 2202 Organismic Biology II. (4) Spring
This course is a continuation of Organismic Biology I.
Prerequisite: BIOL 2201

BIOL 2320 Medical Microbiology. (4) Spring
A study of human disease caused by pathogenic microbes and helminthes. Laboratory activities focus on bacteria as model organisms.
Prerequisites: BIOL 1101 and 1102, or BIOL 1148 and 1149

BIOL 3301 Human Biology I. (4) Fall
An examination of the human body emphasizing embryology, anatomy, physiology, histology, neurobiology and evolution. Designed for upper-level Biology majors.
Prerequisites: BIOL 1101 and 1102

BIOL 3302 Human Biology II. (4) Spring
A continuation of Human Biology I.
Prerequisite: BIOL 3301

BIOL 4401 Cell and Molecular Biology I. (4) Fall
A study of morphology, physiology, heredity, classification, ecology, pathology and host defense at the cellular level, with laboratory activities involving prokaryotes and eukaryotes. Senior status required.
Prerequisite: BIOL 1102

BIOL 4402 Cell and Molecular Biology II. (4) Spring
A continuation of BIOL 4401.
Prerequisite: BIOL 4401

BIOL 4495 Independent Study/Internship (1-4) On demand
Although not required as part of the biology major nor available as a substitute for any of the biology major courses, this course provides an opportunity for students, on an individual basis, to pursue in-depth study of a particular biology topic or to gain added experience and insight through internship in off-campus settings.
Prerequisite: Consent of the instructor and the Academic Dean

BUSINESS AND ACCOUNTANCY

INTRODUCTION

The Business Department of LaGrange College is committed to academic excellence through degree programs designed to prepare students for a wide variety of careers in business. The liberal arts education that students receive at LaGrange College provides the foundation for critical thinking, communication, and the leadership skills needed for a successful professional career. The department seeks to enhance the College's liberal arts curriculum by offering coursework and internship opportunities that give students a fundamental understanding of business and provide them with the knowledge and skills needed for effective decision making in a dynamic, global, and technologically oriented environment.

MISSION STATEMENT

- We are dedicated to the development of our students' abilities to think critically and creatively and to the enhancement of their communication skills.
- We seek to integrate and extend liberal arts-based values through discussion, discovery, and reflection based on contemporary business content.
- We seek to provide a safe, caring and ethical place for all our students to grow and mature.

LEARNING OUTCOMES OF OUR PROGRAMS

Upon completion of a degree from the Business Department, a student should be able to:

- Demonstrate general knowledge and comprehension of business concepts and the ability to integrate this knowledge.
- Synthesize and make connections among different ideas, as well as demonstrate the ability to think creatively and critically, and to formulate logical arguments.
- Show an intrinsic desire to learn and a curiosity about the world and about business by actively participating in class, group work, and individual research.
- Formulate and defend ethical judgments and develop an understanding of individual moral responsibility, particularly in a group or corporate setting.

- Communicate in a professional manner, both orally and in writing, using technology appropriately.
- Work in teams and demonstrate an understanding of interpersonal relations, and the leadership and followership processes.
- Accept and embrace risk and uncertainty in the business environment.

Programs

The following programs are available:

- Bachelor of Science (B.S.) in Accountancy
- Bachelor of Science (B.S.) in Business Management
- Minor in Accountancy
- Minor in Business Management
- Bachelor of Arts (B.A.) in Business Administration (See separate LC Evening College *Bulletin*)

The Bachelors programs are accredited nationally by the **Association of Collegiate Business Schools and Programs (ACBSP).**

Accountancy and Business Majors

Business majors (B.S. in Accountancy and B.S. in Business Management) should note that the applicable requirements for the major, including required courses, are those in effect when they declare their major, not those in effect at the time of their matriculation.

In addition to the course requirements, students pursuing a Bachelor's degree offered by the Business Department must participate in a comprehensive Departmental Assessment Program (DAP).

Program Requirements for the B.S. in Accountancy

The **B.S. in Accountancy** gives students the accounting foundation needed for effective decision making in an organization. Today's accountants must be able to communicate, synthesize and innovate; they not only provide the information upon which the business world depends, but also make crucial decisions and act as trusted advisors. The Accountancy major builds upon the liberal arts skill base to give students the business and accounting knowledge they will need. The

student planning to work in the accounting function will receive the necessary skills and knowledge to pursue the CMA and CFM professional designations and be prepared for the fifth year of study for the CPA.

To declare a major in Accountancy the student must meet the following criteria:

1. Have a GPA of 2.75/4.00 or better.
2. Complete MGMT 2200, ECON 2200, and ACCT 2211 with a grade of 'B' or better.

To remain a major in Accountancy in good standing, the student must meet the following criteria:

1. Complete all other major requirements with a grade of 'C' or better.
2. Maintain an overall and major GPA of at least 2.50/4.00.

Exceptions to the above criteria may be made at the discretion of the departmental faculty. Any accountancy major whose overall GPA or major GPA falls below a 2.50/4.00 will be placed on probation and has one semester in which to remove the probationary status. Failure to do so will result in being dismissed from the Accountancy program.

Students pursuing a Bachelor of Science degree in Accountancy must complete 57 semester credit hours of accountancy and business coursework (above the general education requirements) for a total of 117 semester hours. The required courses for the B.S. in Accountancy include the following:

ACCT 2211	ACCT 3301	ACCT 3302
ACCT 3354	ACCT 4401	ACCT 4410
ACCT 4430	ACCT 4440	ACCT 4488
ECON 2200	FNCE 3353	MGMT 2200
MGMT 3312	MGMT 3351	MGMT 3370
MGMT 4440	MRKT 3380	Major Elective
Major Elective		

Accountancy majors must complete all of the general requirements **except CORE 1110, Quantitative Reasoning.** MATH 1114 must substitute for this requirement.

Students will complete the 117 hours in the following manner:

Core requirements	48 hours
Major requirements	57 hours
Interim	9 hours
General Elective	3 hours
Total	**117 hours**

Students planning to pursue licensure as a Certified Public Accountant (CPA) are required by Georgia law to complete 150 semester credit hours. Although a total of 117 hours are required for a B.S. degree in Accountancy, it is recommended that students pursuing CPA licensure complete 120 semester hours during their first four years of study. The Accountancy Program Director will assist students in determining how they should acquire the final 30 semester hours needed. Students are eligible to sit for the uniform CPA examination upon graduation with the B.S. in Accountancy degree.

Program Requirements for the B.S. in Business Management

The **B.S. in Business Management** degree program is designed to help students develop ideals that are ethically sound and socially desirable, cultivate an awareness of the social, political, and economic developments to which businesses must adapt, develop sound judgment and effective communication skills, and develop individual interests and talents. Coursework provides both the theoretical and practical foundation needed for those entering businesses, as well as government and not-for-profit organizations.

To declare a major in Business Management the student must have an overall and major GPA of 2.75/4.00 or better.

To remain a major in Business in good standing, the student must meet the following criteria:

1. Complete all other major requirements with a grade of 'C' or better.
2. Maintain an overall and major GPA of at least 2.50/4.00.

Exceptions to the above criteria may be made at the discretion of the departmental faculty. Any Business major whose overall or major GPA falls below a 2.50/4.00 will be placed on probation and has one semester in which to remove the probationary status. Failure to do so will result in being dismissed from the Business program.

Students pursuing a Bachelor of Science degree in Business must complete 48 semester credit hours of major coursework (above the general education requirements). A total of 108 semester hours is required for graduation. The required courses for the B.S. in Business include the following:

ACCT 2211	ECON 2200	FNCE 3354
MGMT 2200	MGMT 3312	MGMT 3351
MGMT 3370	MGMT 3372	MGMT 3377
MGMT 3385	MGMT 3388	MGMT 4440
MRKT 3380	Major Elective	Major Elective
Major Elective		

Business majors must complete all of the general requirements **except CORE 1110, Quantitative Reasoning.** MATH 1114 must substitute for this requirement.

Students will complete the 108 hours as follows:

Core requirements	48 hours
Major requirements	48 hours
Interim	9 hours
General Elective	3 hours
Total	**108 hours**

Accountancy and Business Minors

Program Requirements for the Minor in Accountancy

The department offers a **Minor in Accountancy.** With the accountancy minor, business majors will develop a deeper understanding of financial reporting and the use of financial information.

A minor in Accountancy consists of the following 15 hours of coursework:

ACCT 3301

ACCT 3302

ACCT 4410

ACCT 4440

FNCE 3353

To declare a minor in Accountancy the student must meet the following criteria:

Have a GPA of 2.75/4.00 or better.

1. Complete MGMT 2200, ACCT 2211 and ECON 2200 with a grade of 'B' or better.
2. The remaining courses in the minor must be completed with a grade of 'C' or better.

Students must take at least four of the minor courses at LaGrange College.

Program Requirements for the Minor in Business Management

A **Minor in Business Management** is available to any LaGrange College student, regardless of major. Courses cover the basic functional areas of business. The minor is designed to help students develop the ability to recognize and solve business and organizational problems and understand the role of business in the community, nation, and the world. Such exposure should enhance the student's employment opportunities.

A Minor in Business Management consists of the following 15 hours of coursework:

ACCT 2211

ECON 2200

MRKT 3380

MGMT 2200

MGMT 3370

To declare a minor in business, the student must have a GPA of at least 2.75/4.0.

Courses in the minor must be completed with a grade of 'C' or better.

Students must take at least four of the minor courses at LaGrange College.

Course Descriptions

Note that most courses have prerequisites and, generally, 2200-level courses are introductory. Prerequisites are shown after the course description.

All major and minor courses must be completed with a grade of 'C' or better. (Note: All B.S. in Accountancy students and Accountancy minors must complete MGMT 2200, ACCT 2211 and ECON 2200 with a grade of 'B' or better.)

To take any course other than MGMT 2200, ACCT 2211 or ECON 2200, students must have a GPA of at least 2.5/4.0.

Accountancy (ACCT)

ACCT 2211 Principles of Accounting. (3) Spring
This course focuses on the accounting cycle and preparation of financial statements. Students will engage in professional research and work with a variety of computer applications.
Prerequisite or Corequisite: MGMT 2200

ACCT 3301 Intermediate Financial Accounting I. (3) Fall
This course focuses on the decision-making implications of information provided to external stakeholders including investors, creditors, customers, and regulators, and regulation theory and practice as applied to accountancy. Topics include regulation of accountancy procedures for external reporting, current problems in reporting financial position, income determination, and an integration of current professional pronouncements.
Prerequisite: ACCT 2211

ACCT 3302 Intermediate Financial Accounting II. (3) Spring
Continuation of Intermediate Financial Accounting I.
Prerequisites: ACCT 3301

ACCT 3354 Financial Statement Analysis. (3) Fall
This course focuses on the structure and analysis of financial statements prepared in accordance with US GAAP, providing students with a framework for using financial statement data in a variety of valuation and business analysis contexts.
Prerequisite: ACCT 3301

ACCT 4401 Auditing and Accounting Ethics and Liability. (3) Spring
This course focuses on the legal and ethical environment in which the accounting professional practices and in which financial statements are prepared and presented. Students will consider the conflict between

profit motive and accurate and complete financial reporting, examining the participation in the financial reporting process by internal accountants, internal auditors, other business managers, and the independent auditors engaged to attest to the accuracy and completeness of management's financial statements. These conflicts will be discussed in relation to the business's responsibility to employees, investors, and other stakeholders. Traditional auditing practices will also be studied to determine the efficiency and the effectiveness of such methods.

Prerequisite: ACCT 3301

ACCT 4410 Federal Income Tax Concepts and Practice. (3) Spring
This course introduces students to U.S. Federal income tax concepts and principles and the application of such concepts to business operating, investing, and financing activities. Ethical and legal issues confronting tax practitioners are discussed throughout the course. Students engage in tax research utilizing professional databases and gain expertise in technical writing.

Prerequisites: ACCT 2211

ACCT 4415 Accounting for Internal Decision Makers. (3) On demand
This course focuses on the decision making implications of information provided to organization managers. Concepts from economics, statistics, and psychology emphasize the use of quantitative techniques to manage uncertainty and risk. Topics include planning and control techniques, construction of static and flexible budgeting, and product costing mechanisms.

Prerequisite: ACCT 2211

ACCT 4430 Advanced Accounting. (3) Spring
This is an intensive course that integrates the disciplines of accounting, finance, and taxation with respect to selected complex business transactions. Topics will include: business combinations, goodwill, inventory costing, property exchanges and advanced stockholders' equity transactions.

Prerequisites: ACCT 3302

ACCT 4440 Accounting Information Systems. (3) Fall
This course is an introduction to the systems, procedures, and processes management employs to control operating activities and information reporting systems.

Prerequisite: ACCT 2211

ACCT 4460 Internship in Accounting. (1-3) On demand
This course represents a unique opportunity for a qualified student to expand his/her understanding of the practical applications of accounting concepts by entering into a specific "help rendered learning accomplishment" contract with a cooperating area enterprise. The contract will specifically identify the student's obligations and duties, the nature and extent of the host enterprise's commitment to assist the student in further extending his/her knowledge of enterprise operations, and the basis on which the student's learning accomplishments will be measured. No more than 6 credit hours may be applied toward the student's graduation requirements.

Prerequisites: Accountancy major with demonstrated superior capabilities and prior approval of the contract by the department faculty

ACCT 4480 Special Topics in Accounting. (3) On demand
A series of special topic courses will provide students with exposure to issues and concepts not covered in their regular course work. Most topics will include work with "real-world" organizations.

Prerequisite: ACCT 2211 and consent of instructor

ACCT 4488 Research and Current Topics in Accounting. (3) Spring
This course provides a conceptual understanding of the accounting process and the background skills to do research in the authoritative accounting literature. Students will gain proficiency using FARS. Current topics in accounting will be researched and discussed. Technical writing abilities will be stressed.

Prerequisite: ACCT 3302

Economics (ECON)

ECON 2200 Principles of Economics. (3) Fall
An introduction to the science of economics and its analytical tools. This course is devoted to providing the student with a thorough understanding of the basic principles of a) microeconomics: the study of the economic behavior of individual households and firms and the determination of factor prices, and b) macroeconomics: the study of the determination of the aggregate levels of income, output, employment and prices and the examination of fiscal and monetary policy.

Prerequisites: ENGL 1101, MATH 1101

ECON 2201 Principles of Microeconomics. (3) On demand
An introduction to the science of economics and its analytical tools. This course is devoted to providing the student with a thorough understanding of the basic principles of microeconomics: the study of the economic behavior of individual households and firms and the determination of factor prices.
Prerequisites: ENGL 1101, MATH 1101

ECON 2202 Principles of Macroeconomics. (3) On demand
A general introduction to determination of the aggregate levels of income, output, employment and prices and the examination of fiscal and monetary policy.
Prerequisites: ENGL 1101, MATH 1101

ECON 3310 Managerial Economics. (3) On demand
Focuses on the use of microeconomic principles using mathematical and statistical tools to make/analyze business decisions.
Prerequisites: MGMT 2200, ECON 2200, ACCT 2211 and MATH 1114

Finance (FNCE)

FNCE 3353 Corporate Finance. (3) Spring
The first half of this course focuses on various methods used by corporate managers to evaluate alternative investment opportunities, including discounted payback, internal rate of return, discounted cash flow and "economic value added" analyses. The second half of the course focuses on the methods used to finance corporate investments in assets, including capital structure, cost of capital, bankruptcy risk, informal workout and Chapter 11 reorganization issues. Relevant legal, accounting and tax issues are integrated throughout the course content.
Prerequisites: ACCT 2211

FNCE 3354 Business Performance Analysis. (3) Spring
A comprehensive survey of the basic tools and models used in contemporary financial statement analysis.
Prerequisite: ACCT 2211

FNCE 3357 Investments. (3) On demand
This course provides students with an introduction to the tools for analyzing the potential returns and risks of individual securities and how to combine them efficiently into portfolios. The subject matter will be presented primarily from the viewpoint of the individual investor. The course will also examine the market equilibrium pricing of capital

assets, risk-adjusted evaluations of portfolio performance, the efficiency of the capital allocation process in security markets, the formulation of investment policies and strategies, and other investment-related topics.

Prerequisites: ECON 2200, FNCE 3353

Management (MGMT)

MGMT 2200 Foundations in Business (3) Fall and Spring
This course will serve as an integrative introduction to the functional areas of business. Projects based on current business dilemmas will emphasize the need for constant research and innovation required to address problems students will encounter in the business world. Potential decisions will be evaluated in the context of reducing risk and maximizing returns to a variety of stakeholders. Creative and critical thinking, problem solving, and ethical decision making will be stressed.

Prerequisites: Completion of MATH 1101 or MATH 2105 and ENGL 1102 with a "B" or better

MGMT 3312 Business Communication. (3) Fall and Spring
This course provides an opportunity for students to practice all forms of business communication including: written documents and reports, oral presentations, phone, e-mail, meetings, etc. Particular consideration will be given to audience analysis, appropriate medium, cultural and gender issues, feedback, and biases affecting communication.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3322 Business Ethics. (3) On demand
A study of current social problems faced by business with particular attention paid to the background factors giving rise to those problems, various proposed solutions, and the approach that is currently being followed.

Prerequisites: Senior standing, MGMT 2200, ECON 2200, ACCT 2211 or consent of instructor

MGMT 3351 Legal and Ethical Environment of Business. (3) Fall
This course addresses the legal and ethical implications of business decisions. Topics may include legal organization, employment, discrimination, contracts, workplace, safety, product liability, and antitrust issues. Cost-benefit analysis will be used as a tool to evaluate business decisions in light of existing legal rules and social responsibility.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3370 Management and Organizational Behavior. (3) Fall and Spring

A study of the science and art of management with special emphasis on motivating and leading individuals in an organization.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3372 Operations Management. (3) Fall

A study of the application of the science of management in the operations management environment. Primary emphasis placed on the theories, principles, and tools that improve the efficiency and effectiveness of the operations manager.

Prerequisites: MGMT 2200, ECON 2200, and ACCT 2211

MGMT 3374 Interpersonal Relations in Organizations. (3) On demand

A study of human interaction in the organization context. Topics to be covered include self-concept, frames of reference, values and attitudes, barriers and breakdowns in communications.

Prerequisites: MGMT 3370 or consent of instructor

MGMT 3376 Managing Human Resources. (3) On demand

The study of the basic principles and functions of effective personnel administration and human resource management. Extensive use is made of the case method of study. Students gain experience looking at personnel problems, individually and as members of groups.

Prerequisites: MGMT 3370 or consent of instructor

MGMT 3377 Career Management. (3) Fall and Spring

This course is designed to help guide students through the process of preparing for a career. Topics to be covered include experiences and activities that enhance employability, resume preparation, cover, and thank you letter development, identifying skills needed for a job, question and answer preparation, and effective interviewing techniques.

Prerequisites: declared business or accountancy major

MGMT 3385 Management Information Systems. (3) Spring

This course is designed for future managers who need to understand and critically evaluate the role and potential contribution of information technology for their organizations, and understand and effectively apply various computerized support systems to make better decisions.

Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 3388 Research Methods. (3) Spring
Focuses on the survey research process and the analysis of data. Covers topics such as problem definition, research design, sampling techniques, questionnaire development, data collection methods and data analysis.
Prerequisites: MGMT 2200, ECON 2200, ACCT 2211, MATH 1114

MGMT 3392 International Business. (3) On demand
A study of the major opportunities, challenges, and approaches to increased effectiveness in the international business area.
Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MGMT 4401 Entrepreneurship. (3) On demand
A study of the application of the science of management to the development and management of the small business enterprise. Opportunities, characteristics, and problems with the small business will be evaluated. Students will be required to develop a business plan for a small business and when possible students will be given an opportunity to work on special projects with small businesses in the community. The class requires active participation by students in and out of the classroom.
Prerequisites: ACCT or FNCE 3354, MGMT 3370, MRKT 3380

MGMT 4440 Management Simulation. (3) Spring
This is the capstone course for majors in business. It incorporates the use of a computer-based simulation in an effort to integrate all of the functional areas of business into one comprehensive course. Students are required to work in groups as managers of a simulated company and make the necessary marketing, finance, economic, accounting, and management decisions to run their company effectively. The student's grades are a function of individual and group performance.
Prerequisites: Senior standing, completion of all course requirements in major, or consent of instructor

MGMT 4460 Internship in Business. (1-3) On demand
This course represents a unique opportunity for a qualified student to expand his/her understanding of the practical applications of enterprise operations by entering into a specific "help rendered learning accomplishment" contract with a cooperating area enterprise. The contract will specifically identify the student's obligations and duties, the nature and extent of the host enterprise's commitment to assist the student in further extending his/her knowledge of enterprise operations,

and the basis on which the student's learning accomplishments will be measured. No more than 6 credit hours may be applied toward the student's graduation requirements.

Prerequisites: Business major with demonstrated superior capabilities and prior approval of the internship contract by department faculty.

MGMT 4483 Special Topics in Management. (3) On demand
A series of special topic courses providing students with exposure to issues and concepts not covered in their regular course work.

Prerequisites: Senior standing and consent of instructor

Marketing (MRKT)

MRKT 3380 Principles of Marketing. (3) Fall and Spring
An introduction to the important principles of marketing management and the role of marketing in a contemporary society, in business enterprises and in the nonprofit organization. Considers the planning, operation and evaluation of marketing and promotional efforts necessary to the effective marketing of consumer and industrial offerings.

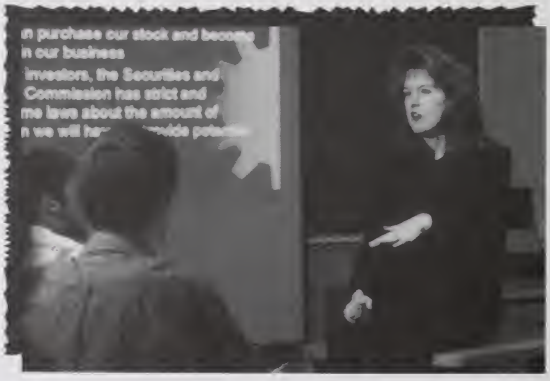
Prerequisites: MGMT 2200, ECON 2200, ACCT 2211

MRKT 3381 Advanced Marketing. (3) On demand
Provides training in marketing decision making. Uses case studies simulating actual business settings to help students develop analytical abilities and sharpen their communication skills. Covers topics that range from techniques used to analyze a market to the development of a total marketing strategy.

Prerequisite: MRKT 3380

MRKT 4484 Special Topics in Marketing. (3) On demand
A series of special topic courses providing students with exposure to issues and concepts not covered in their regular course work.

Prerequisites: Senior standing, MRKT 3380, and consent of instructor



Chemistry

Introduction

Chemistry is often referred to as the central science, because chemical concepts are used throughout the other sciences. Therefore, in addition to being a major in its own right, the study of chemistry is a part of many curricula. The Chemistry Department focuses its introductory chemistry course as an element in a liberal education, a service to other departments, and the beginning of a comprehensive study of chemistry. The department offers B.A. and B.S. majors as well as a minor which can lead to a variety of future occupations. Students with a major in chemistry have gone on to traditional pursuits such as graduate school in chemistry or biochemistry, pharmacy, medical school and law school (patent law and corporate law), as well as becoming laboratory technicians and salespersons for chemistry and related industries.

The B.A. degree offers a broad background in chemistry while allowing ample time for extensive coursework in other fields. The B.A. is appropriate for those interested in one of the medical or law-related professions, teaching, or for students desiring the broadest possible education with an emphasis in natural science. The B.S. program is designed for those going on to graduate school in a chemically related field (chemistry, biochemistry, molecular biology, chemical physics, environmental science, or forensics) or those seeking employment as chemists after graduation. The B.S. degree is generally more highly valued at professional schools because entrance standards are high. While the B.S. degree is more demanding of a student's time, there is sufficient time for electives outside the sciences.

Objectives

The specific objectives for the respective degrees are as follows:

The Bachelor of Science Degree

Students who earn the B.S. degree with a major in chemistry will be appropriately competent in the following areas:

- Atomic and molecular structure and chemical bonding
- The language of chemistry: verbal, written, numerical and graphical presentation of chemical concepts
- Equilibria and stoichiometry
- Periodic Relationships
- Thermochemistry

- Chemistry laboratory skills, including data organization and analysis
- Recognition, structure and reactivity of the major organic functional groups
- Experimental synthesis and characterization of organic compounds by physical and instrumental methods
- Volumetric and gravimetric analytical theory and practice
- Analytical instrumentation theory and practice
- Thermodynamics
- Chemical dynamics
- Quantum mechanics and spectroscopy
- Either advanced inorganic chemistry, advanced organic chemistry, or biochemistry
- Knowledge of the research process in chemistry

Students earn these competencies by pursuing the following Bachelor of Science curriculum in chemistry:

General Chemistry 1101, 1102	8 semester hours
Organic Chemistry 2201, 2202	8 semester hours
Analytical Chemistry 2251	4 semester hours
Physical Chemistry 3301, 3302, 3303L	8 semester hours
Junior Seminar, Chemistry 3371	2 semester hours
Senior Seminar, Chemistry 4471	2 semester hours
Instrumental Analysis 4451	4 semester hours
Chemistry Elective (3000 or 4000 level)	4 semester hours

Additionally, a research experience is required. This should be taken between the junior and senior years or during the first semester of the senior year. This may be done on campus, in industry, or in a research university summer program. Students may elect to earn 4900 credit for this required activity.Supporting required courses include the following:

Mathematics 2221, 2222	8 semester hours
Physics 1121, 1122	8 semester hours
A Computer Science programming course	3 semester hours

The scheduling of the B.S. curriculum is important. To be prepared to take the physical chemistry sequence, students should take calculus during the freshman year and physics during the sophomore year. It is highly recommended that students take general chemistry during their freshman year. The following would be a typical sequence of courses for the B.S. chemistry degree:

	Fall	**Spring**
First Year	CHEM 1101	CHEM 1102
	MATH 2221	MATH 2222
Second Year	CHEM 2201	CHEM 2202
	PHYS 1121	PHYS 1122
Third Year	CHEM 3301	CHEM 3302
		CHEM 3371
Fourth Year	Computer Programming	CHEM 4451
	Chemistry Elective or	Chemistry Elective
		CHEM 4471

Students who earn the B.S. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Examinations on the following three topics: General, Organic, and Physical. The students will additionally attain an appropriate score from one of the following examinations: Analytical, Instrumental, Inorganic, or Biochemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three additional times prior to the time of the student's scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two weeks following a previous examination.

The Bachelor of Arts-Chemistry

Students who earn the B.A. degree with a major in chemistry will be appropriately competent in the following areas:

- Atomic and molecular structure and chemical bonding
- The language of chemistry: verbal, written, numerical, and graphical presentation of chemical concepts
- Equilibria and stoichiometry
- Periodic relationships
- Thermochemistry
- Chemistry laboratory skills, including data organization and analysis
- Recognition, structure and reactivity of the major organic functional groups
- Experimental synthesis and characterization of organic compounds by physical and instrumental methods
- Either advanced inorganic chemistry, advanced organic chemistry, or biochemistry

Students earn these competencies by pursuing the following courses required for the Bachelor of Arts curriculum in chemistry:

General Chemistry 1101, 1102	8 semester hours
Organic Chemistry 2201, 2202	8 semester hours
Analytical Chemistry 2251	4 semester hours
Physical Chemistry 3301	4 semester hours
Junior Seminar, Chemistry 3371	2 semester hours
Senior Seminar, Chemistry 4471	2 semester hours
Chemistry Elective	4 semester hours

Required supporting courses include the following:

Physics 1101, 1102 or 1121, 1122	8 semester hours
Math 1121 or 2221	3 or 4 semester hours

The scheduling of the courses for the B.A. in chemistry can be flexible. The following is a proposed sequence to fulfill the requirements for the major.

	Fall	**Spring**
First Year	MATH 2105	MATH 1121
Second Year	CHEM 1101	CHEM 1102
Third Year	CHEM 2201	CHEM 2202
	PHYS 1101	PHYS 1102
		CHEM 3371
Fourth Year	CHEM 3301	CHEM 4471
	Chemistry Elective or	Chemistry Elective
		CHEM 2251

Students who earn the B.A. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry and (2) Organic Chemistry. The passing score will be at or above the 40^{th} percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three additional times prior to the time of the student's scheduled graduation.

The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two weeks following a previous examination.

The Bachelor of Arts-Biochemistry

Students who earn the B.A. with a major in biochemistry will be appropriately competent in the following areas:

- Atomic and molecular structure and chemical bonding
- The language of chemistry: verbal, written, numerical, and graphical presentation of chemical concepts
- Equilibria and stoichiometry
- Periodic relationships
- Thermochemistry
- Physical measurements of chemical systems
- Chemistry laboratory skills, including data organization and analysis
- Recognition, structure and reactivity of the major organic functional groups
- Experimental synthesis and characterization of organic compounds by physical and instrumental methods
- In-depth study of biological molecules and metabolism
- Techniques of biotechnology

Students earn these competencies by pursuing the following courses required for the Bachelor of Arts-Biochemistry:

General Chemistry 1101, 1102	8 semester hours
Organic Chemistry 2201, 2202	8 semester hours
Physical Chemistry 3301	4 semester hours
Junior Seminar, Chemistry 3371	2 semester hours
Biochemistry, Chemistry 4421, 4422	8 semester hours
Senior Seminar, Chemistry 4471	2 semester hours
Math 1114 or 1121	3 semester hours
Physics 1101, 1102	8 semester hours
Suggested but not required Biology	8 semester hours

Students who earn the B.A. with a major in biochemistry will have demonstrated the attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry, (2) Organic Chemistry and/or (3) Biochemistry. The

passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used. These exams will be given at the end of the appropriate courses and will be offered to students up to three additional times prior to the time of the student's scheduled graduation. The student must attempt a retest at least once a semester until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third, or final time, evidence of preparation must be presented. Reexamination cannot be scheduled earlier than two weeks following a previous examination.

The scheduling for the B.A. degree in biochemistry is also flexible. The following is a proposed schedule to meet the requirements for the degree. This degree provides a flexible yet strong program for the pre-health professional requirements.

	Fall	**Spring**
First Year		MATH 1121 or MATH 1114
Second Year	CHEM 1101	CHEM 1102
Third Year	CHEM 2201	CHEM 2202
	PHYS 1101	PHYS 1102
		CHEM 3371
Fourth Year	CHEM 3301	CHEM 4422
	CHEM 4421	CHEM 4471

A suggested schedule to meet the Pre Health Professional Requirements and earn a B.A. degree in biochemistry is the following:

	Fall	**Spring**
First Year	CHEM 1101	CHEM 1102
	BIOL 1101	BIOL 1102
Second Year	CHEM 2201	CHEM 2202
	PHYS 1101	PHYS 1102
	MATH	MATH
Third Year	BIOL 4321	BIOL 4322
	CHEM 3301	CHEM 3371
		MCAT, PCAT,
		VCAT, DAT, etc.
Fourth Year	CHEM 4421	CHEM 4471
		CHEM 4422

The 4000 series Biology and Chemistry could be switched during the third and fourth year depending on the interest of the student.

Declaration of Major

Before declaring a major in chemistry, a student must successfully (C or better) complete the introductory sequence (CHEM 1101, 1102). A student may declare a major after one term of chemistry with permission of the chair of the department.

Minor

A minor in chemistry shall consist of CHEM 1101, 1102, 2201, 2202 and two additional chemistry courses from the following: CHEM 2251, 3301, 3302, 4421, 4422, 4431, 4451. Students must demonstrate proficiency in general chemistry by passing the ACS General Chemistry Examination as stated above.

Chemistry Awards

The CRC Freshman Chemistry Award is awarded annually on Honors Day to the student with the most outstanding achievement in the CHEM 1101, 1102 General Chemistry sequence.A.M. Hicks Award for outstanding achievement in organic chemistry, is awarded annually on Honors Day to the student taking organic chemistry who has attained the most outstanding record. The award is made in honor of Dr. A. M. Hicks who was a long time faculty member and chair of the department.

Course Descriptions (CHEM)

Chemistry is a laboratory science and the department views the laboratory experience as an essential component of those courses with an associated laboratory. Consequently, students must achieve a passing grade in both the lecture and laboratory portions of the course to obtain a passing grade in the course.

CHEM 1101 General Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall

A study of the foundations of chemistry including stoichiometry, atomic structure and periodicity, molecular structure and bonding models, and thermochemistry.

Prerequisite: MATH 1101 or placement in 2105 or higher.

CHEM 1102 General Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of CHEM 1101; a study of the gas, liquid, and solid phases, chemical thermodynamics, kinetics, equilibria, acid/base equilibria, oxidation-reduction reactions and electrochemistry.

Prerequisites: CHEM 1101, MATH 1101 or placement in 2105 or higher.

CHEM 2201 Organic Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall

A study of the fundamentals of organic chemistry with respect to the bonding, structure, nomenclature and reactivity of various classes of organic compounds including aromatic compounds.

Prerequisite: CHEM 1102

CHEM 2202 Organic Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of CHEM 2201 including spectroscopy, synthesis, carbonyls, and biomolecules.

Prerequisite: CHEM 2201

CHEM 2251 Analytical Chemistry (3 hrs. lec., 3 hrs. lab per week) (4) Fall

A study of the theory and practice of volumetric and gravimetric quantitative analysis, chemical equilibrium, and acid/base chemistry.

Prerequisite: CHEM 1102

CHEM 3301 Physical Chemistry I. (3 hrs. lec., 3 hrs. lab per week) (4) Fall

An overview of thermodynamics, dynamics and quantum chemistry.

Prerequisites: CHEM 2202 or permission of instructor, MATH 1114 or MATH 2105 or placement in MATH 2221

CHEM 3302 Physical Chemistry II. (3 hrs. lec., 3 hrs. lab per week) (4) Spring

Selected topics in thermodynamics, dynamics and quantum mechanics will be studied in additional depth. Statistical mechanics will be introduced. Application of mathematics at the calculus level will be applied to these topics.

Prerequisites: CHEM 3301 and MATH 2222 or MATH 1121

CHEM 3371 Junior Seminar (2 hrs. class per week) (2) Spring

A course that acquaints the student with the chemical literature as well as presentation and discussion of scientific data and information. In addition, students will explore career opportunities, prepare a portfolio, and develop career plans.

Note: Course is graded on a **pass/no credit** basis.

Prerequisite: Junior standing

CHEM 4421 Biochemistry I (3 hrs. lec., 3 hrs. lab per week) (4) Fall

An introductory course in the principles of biochemistry, with emphasis on the structure and function of biomolecules, membrane structure and function and an introduction to metabolism and bioenergetics.

Prerequisite: CHEM 2202 or permission of instructor.

CHEM 4422 Biochemistry II (3 hrs. lec., 3 hrs. lab per week) (4) Spring

A continuation of CHEM 4421 with emphasis on cellular metabolism, fundamentals of molecular genetics, and current topics in biochemistry.

Prerequisite: CHEM 4421

CHEM 4431 Inorganic (3 hrs. lec. per week) (3) On demand

An in-depth examination of atomic and molecular structure. Symmetry concepts are introduced and used.

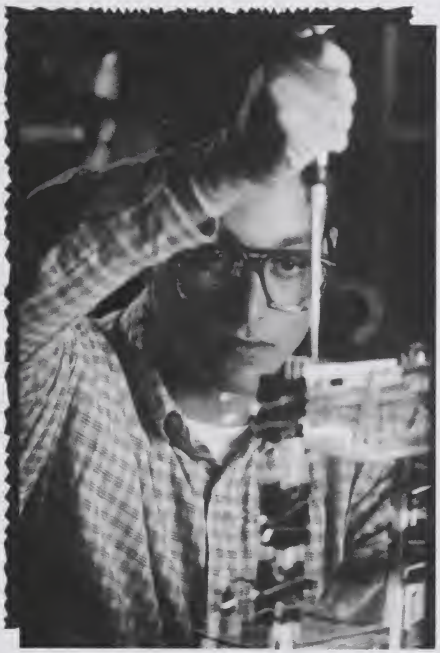
Prerequisite: CHEM 3301 or consent of the instructor.

CHEM 4451 Instrumental Analysis (3 hrs. lec., 3 hrs. lab per week) (4) Spring
A study of instrumentation and advanced analytical techniques.
Prerequisite: CHEM 3301 or permission of instructor

CHEM 4471 Senior Seminar. (2 hrs. class per week) (2) Spring
A capstone course which is thematic. Emphasis is on integration of the student's experience in chemistry and the presentation of chemical literature in seminar and written form.
Prerequisite: Senior standing

CHEM 4800 Special Topics. (1-4 hours) On demand
A special topics course that may be designed to provide the student with exposure to topics and concepts not covered in the regular course offerings.

CHEM 4900 Independent Study.
This course can vary and may be used to satisfy the research requirement for the B.S. major and provide research experience for B.A. majors.



COMPUTER SCIENCE

INTRODUCTION

The Computer Science Department at LaGrange College has several goals. With the goal of computer literacy for our general student population, courses are offered to acquaint students with microcomputer applications and networks. For students who want further study in computer science, the following options are available:

A minor in computer science

B. A. degree in computer science

B. A. degree in computer science with a concentration in business

B. S. degree in computer science

OBJECTIVES

Graduates from the B.A. and B.S. degree programs at LaGrange College should be able to do each of the following:

- Write programs in a reasonable amount of time that work correctly, are well documented, and are readable.
- Determine whether or not they have written a reasonably efficient and well-organized program.
- Know which general types of problems are amenable to computer solution and the various tools necessary for solving such problems.
- Assess the implications of work performed either as an individual or as a member of a team.
- Understand basic computer architectures.
- Pursue in-depth training in one or more application areas or further education in computer science.

In addition, students in the B. S. degree program should be able to do research, be able to convey technical ideas in a clear writing style, and have the mathematical background necessary for scientific problem-solving. Students in the B.A. degree program with a concentration in business should have the knowledge of the functional areas of business necessary for working in that environment.

In order to be a major in computer science, a student must maintain a GPA of 2.25 or better. Students pursuing a B.S. degree must have a 3.0 average in those courses required for the major. All of the 1000-level or

above courses in computer science, mathematics, and business that are required for the B.A. or B.S. degree or the minor must be completed with a grade of C or better.

The computer science curriculum at LaGrange College is based of the recommendations of the A.C.M. (Association for Computing Machinery). In addition, our students have the opportunity to take courses that will make them more attractive in the job market. These courses include programming languages (such as C++, COBOL, Visual Basic, and Java), PC support and troubleshooting (including an A+ course), database administration (Oracle), network administration (Windows NT), and web programming (including JavaScript, Perl, CGI, HTML, DHTML, XML, CSS, and Macromedia applications).

The accomplishment of these objectives will be demonstrated by the following:

1. Satisfactory performance on a programming test. This test will be based on the concepts learned in CSCI 1990 and 2990 and must be taken at the end of the semester in which the student completes CSCI 2990. The test will be offered once at the end of every semester in which CSCI 2990 is offered. The test must be satisfactorily completed by the end of the semester in which the student reaches senior status, but under no circumstances will a student be allowed to take the test more than four times prior to and including that semester. If the test has not been completed satisfactorily by that time, the student will not be allowed to continue in either the B.A. or the B. S. degree programs in computer science.
2. Satisfactory performance by the student in delivering a presentation at a regularly scheduled Computer Science Department seminar. This presentation will be developed with the approval of and possible input from the computer science faculty. If the student does not arrive at the scheduled time for the seminar or does not perform satisfactorily in the seminar, the department reserves the right to impose additional requirements to substitute for the seminar. A student who fails to fulfill these requirements will not be allowed to graduate.
3. Satisfactory completion of an assessment portfolio to be kept on each computer science major. The purpose of this portfolio will be to aid in assessing the professional development of each student and the growth of the student's programming skills as the student progresses through the computer science curriculum. Each portfolio will include the programming test described in item (1)

above, a program selected by the instructor from CSCI 3250, three additional examples of the student's work, a copy of the student's resume, material from the departmental seminar presentation made by the student and described in item (2), a copy of the student's web page, and a personal information sheet (including forwarding address and phone number, e-mail address, and plans after graduation). The three examples of the student's work mentioned above must be approved for inclusion by faculty consensus. Maintaining the portfolio is the responsibility of the student. Additional information about the portfolio is available from the department.

4. Attendance at Computer Science Department seminars. Each student will be required to attend at least 50% of these seminars each semester. A student who fails to attend 50% of the seminars will be required to submit a short written report for each seminar *under the 50% missed*. Details concerning such written reports are available from the department. Failure to attend 50% of the seminars and submit such reports will result in the student not being certified as a computer science graduate.

Career Opportunities

Students who complete the computer science major have a wide range of employment opportunities. These include positions in programming, PC support and troubleshooting, database administration, network administration, and web programming. Graduates of the computer science degree program at LaGrange College have secured positions as I.T. department managers, I.T. security specialists, systems analysts, database administrators, webmasters, web designers, PC support specialists, as well as other positions. Companies employing these graduates include Milliken and Co., Interface, Duracell, Hitachi, Walt Disney World (I.T. security), Chick-Fil-A (I.T. department), WestPoint Stevens, Total Systems Services, BellSouth, Texas Instruments, General Motors, and others.

In addition, a number of graduates have gone on to graduate school in areas such as computer science, computer engineering, electrical engineering, and management information systems.

Course Requirements

Core requirements for all students pursuing a minor, B.A., or B.S. in Computer Science

(12 semester hours)
CSCI 1990
CSCI 2990
One of the following: CSCI 2500, 2850, or 2900
CSCI 3000

Requirements for the minor in Computer Science

(6 additional hours):
Two additional CSCI courses at the 3000-level or above (excluding internship credit)

Requirements for the B.A. Degree

(30 additional hours)
CSCI 3050
CSCI 3700
Four additional CSCI courses at the 3000-level or above (excluding internship credit)
MATH 1114
MATH 1121

Requirements for the B.A. with a concentration in Business

(39 additional Hours)
CSCI 3990
Five additional CSCI courses at the 3000-level or above (excluding internship credit)
MATH 1114
MATH 1121

The five courses required for a minor in business: MGMT 2200, ACCT 2211, ECON 2200, MGMT 3370, and MRKT 3380.

Requirements for the B.S. Degree

(41 additional hours)
CSCI 3050
CSCI 3250
CSCI 3990
CSCI 4100
CSCI 4250
CSCI 4900
Four additional CSCI courses at the 3000-level or above
MATH 1114
MATH 2221
MATH 2222
PHYS 1101/1102 or 1121/1122 required as the laboratory science courses in the Core Program

Course Descriptions (CSCI)

CSCI 1610 Introduction to Editing and System Languages. (2)
On demand

This course is designed to assist and familiarize the student with the UNIX operating system. The course is designed for computer science students and for those who need to learn a UNIX-like operating system.

CSCI 1630 Introduction to Microcomputers. (2) On demand
This course is designed to assist and familiarize the student with the operation of a personal computer. The course covers personal computer applications such as word processors and spreadsheets. It also briefly covers how to use the Internet.

CSCI 1700 Microsoft Office and Information Systems. (3)
On demand

An introduction to information systems software. Microsoft Office Professional will be the primary software utilized.

CSCI 1990 Introduction to Algorithmic Design. (3) Fall, Spring
Problem solving and algorithmic design using the language Java. Structured programming concepts, debugging and testing documentation.

CSCI 2050 PC Maintenance and Troubleshooting. (3)
On demand

A study of basic computer hardware, how to install hardware components, and how to diagnose hardware problems. In addition, the course will include a study of the basics of Windows and DOS necessary for maintaining computer hardware. The course is designed to begin to prepare students for A+ certification, as well as for the benefit of those who just wish to upgrade and diagnose hardware and operating system problems on their own computers.
Prerequisite: CSCI 1630 or consent of instructor.

CSCI 2500 Visual Basic. (3)
Fall Semester in odd-numbered years

The study of Visual Basic, an event-driven (as opposed to procedural) language.
Prerequisite: CSCI 1990 or consent of instructor.

CSCI 2850 COBOL Programming I. (3) Fall Semester in even-numbered years

The study of COBOL, a language used primarily in business data processing applications. Emphasis on information retrieval problems. Team project required.

Prerequisite: CSCI 1990 or consent of instructor.

CSCI 2860 COBOL Programming II. (3) On demand

Advanced programming concepts with a strong emphasis on ISAM files and interactive programming.

Prerequisite: CSCI 285

CSCI 2900 Advanced Java Programming. (3) On demand

Advanced programming in Java, including the Java utilities package, bit manipulation, collections, database connectivity, servlets, and JSP.

Prerequisite: CSCI 3990 or consent of instructor.

CSCI 2990 Algorithmic Design. (3) Spring

A continuation of CSCI 1990. Further development of techniques in Java for program design, program style, debugging and testing, especially for larger programs. Introduction to algorithmic analysis. Introduction to the basic aspects of string processing, recursion, internal search/sort methods, and simple data structures. Programming using graphical user interfaces.

Prerequisite: CSCI 1990

CSCI 3000 Introduction to Computer Systems. (3) Fall semester in odd-numbered years

Computer structure and machine language, assembly language programming. Addressing techniques, macros, file I/O, program segmentation and linkage, assembler construction, and interpretive routines.

CSCI 3050 Introduction to Computer Organization. (3) Spring semester in even-numbered years

Basic logic design, coding, number representation and arithmetic, computer architecture, and computer software.

Prerequisite: CSCI 1990

CSCI 3150 Introduction to File Processing. (3) On demand

Concept of I/O management (fields, keys, records, and buffering). File organization, file operations, and data structures. Time and storage space requirements. Data security and integrity.

Prerequisite: CSCI 3000 or 3250 or consent of instructor.

CSCI 3250 **Data Structures. (3)** Fall semester in even-numbered years

Review of basic data structures such as stacks, queues, lists, and trees. Graphs and their applications. Internal and external searching and sorting. Memory management.

Prerequisite: CSCI 2990 or consent of instructor.

CSCI 3310 **Organization of Programming Languages. (3)** On demand

An introduction to the structure of programming languages. Language definition structure, data types and structures, control structures and data flow. Run-time consideration, interpreative languages, lexical analysis and parsing.

Prerequisite: CSCI 3000 or consent of instructor.

CSCI 3350 **Digital Computer Architecture. (3)** On demand

Structures for the central computer are studied; arithmetic logic units, machine language features, information transfer, memory hierarchy, channels, etc.

Prerequisite: CSCI 3050

CSCI 3400 **Computer Networks I. (3)** Fall Semester in odd-numbered years

An introduction to the Computer NetWare Administration (CNA) using NetWare 4.x. It includes an in-depth study of the NetWare Directory Services (NDS). Also covered will be NetWare installation and management, the NetWare 4 file system and printing. The material covered represents essentially that suggested by Novell for its CNA certification.

Prerequisite: CSCI 1990 or consent of instructor.

CSCI 3450 **Computer Networks II. (3)** Spring Semester in even-numbered years.

A continuation of CSCI 3400 including Windows NT.

Prerequisite: CSCI 3400

CSCI 3500 **Web Programming. (3)** Fall Semester in odd-numbered years

The study and practice of the planning, construction, and programming of web pages using HTML, CSS, SSI, and CGI. Graphics, sound, video, and animation will also be discussed.

Prerequisite: CSCI 1990 or consent of instructor.

CSCI 3700 Discrete Mathematical Structures in Computer Science (3) Spring Semester in even-numbered years
An introduction to the mathematical tools for use in computer science. These include sets, relations, and elementary counting techniques. Algebra and algorithms, graphs, monoids and machines, lattices and Boolean algebras, groups and combinatorics, logic and languages will also be involved.
Prerequisites: MATH 1121, 2221, or consent of instructor.

CSCI 3990 Object-Oriented Programming. (3) On demand
Object-oriented programming and design in the language Java.
Prerequisites: CSCI 1990 and 2990.

CSCI 4050 Database Management Systems Design. (3) Fall Semester in even-numbered years
Introduction to database concepts using SQL and Oracle. Data models, normalization, data description languages, query facilities. File organization, index organization, file security, and data integrity and reliability.
Prerequisite: CSCI 1990

CSCI 4100 Numerical Methods. (3) Spring Semester in odd-numbered years
Introduction to numerical analysis with computer solution. Taylor series, finite difference calculus, interpolation, roots of equations, solutions of linear systems of equations, matrix inversion, least-squares, numerical integration.
Prerequisites: MATH 1121, 2221, or consent of instructor

CSCI 4150 Advanced Program Design. (3) On demand
A formal approach to techniques in software design and development. Includes structured programming concepts, organization and management of software development. A large-scale software project will be developed by students working in teams.
Prerequisite: CSCI 3250

CSCI 4200 Theory of Programming Languages. (3) On demand
Review of grammars, languages, and their syntax and semantics. Scanners, parsers, and translation.
Prerequisite: CSCI 3310

CSCI 4250 Algorithms. (3) On demand
A study of problems and their algorithmic solution. Algorithms will be chosen from areas such as combinatorics, numerical analysis, systems programming, and artificial intelligence. Domain independent techniques will also be included.
Prerequisite: CSCI 3250

CSCI 4300 Computer Graphics. (3) Fall Semester in even-numbered years
An overview of graphical concepts and applications on the computer. These include programming graphics, graphical manipulation software, animation, web graphics, and graphics in multimedia presentations.
Prerequisite: CSCI 3000 or consent of instructor

CSCI 4500 Operating Systems. (3) Spring Semester in odd-numbered years
A course in systems software that is largely concerned with operating systems. Such topics as process management, device management, and memory management are discussed, as are relevant issues associated with security and protection, networking, and distributed operating systems.
Prerequisite: CSCI 3000 or consent of instructor.

CSCI 4510 - 4520 - 4530 Special Topics. (3) On demand
This series of courses will provide the student with material not covered in the courses above. Topics such as telecommunications, microcomputer interfacing, artificial intelligence, automata theory, survey of modern languages, fourth-generation languages, operating systems, and object-oriented design will be covered.
Prerequisite: Determined by topic.

CSCI 4700 Research in Computer Science. (1-3) On demand
Research project or paper in computer science. Designed for those students who need it to fulfill a research component of the B. S. degree in computer science. Student must present a course description in writing to the department chairman to be approved by the end of pre-registration during the semester prior to enrolling for the course.

CSCI 4900 Formal Languages. (3) Spring Semester in even-numbered years
An introduction to the basic theoretical models of computability. Finite automata, Turing machines, computability, decidability, and Gödel's incompleteness theorem.
Prerequisite: CSCI 3250, 3310, or 3700 or consent of instructor

CSCI 4950 Independent Study. (3) On demand

Core Program Curriculum

The principal outcomes of the LaGrange College Core Curriculum are to assist students:

1. gather, interpret, and evaluate information to make decisions and solve problems appropriately;
2. communicate clearly, both orally and in writing;
3. interpret and evaluate the influence of historical, cultural, and religious developments upon human experience; and
4. establish personal values and apply them in service to the community.

Course Descriptions (CORE)

CORE 1101 Freshman Cornerstone I. (3)
A course designed to enhance the valuing and decision-making processes emphasizing Christian influences on ethical behavior. Students use skills of comparison, contrast, analysis, and synthesis of multiple perspectives as they examine an issue of common concern. The course emphasizes active learning, small group problem solving, and service learning, including reflection on these experiences.

CORE 1102 Freshman Cornerstone Laboratory II. (1)
A laboratory experience designed to identify and enhance students' abilities. Assessment of abilities as well as sessions on study skills, career counseling, computer skill, library skills, etc. are offered to maximize students' success.
NOTE: Course is graded on a **PASS/NO CREDIT** basis.

CORE 1110 Quantitative Reasoning. (3)
Mathematical techniques and computer methods will be used in the development of quantitative reasoning skills. This course focuses on answering questions and solving problems that require quantitative reasoning. These techniques and methods will be examined in thecontext of examples taken from the social sciences, business, economics and other disciplines. The applications of spreadsheets, graphing and statistical methods will be used.
Prerequisite: MATH 1101 or higher; declaration of major.

CORE 2000 Dimensions of Well Being. (3)
A course designed to increase students' understanding of the interrelationships among the physical, intellectual, emotional, and spiritual dimensions of well being. Individual assessments and evaluation of these abilities in addition to reading, analysis, and discussion of research findings from various sources are central to this course.

CORE 2001 Humanities I. (3)
This course is the first of a two-course sequence focusing on our cultural heritage with an emphasis on the impact of the Judeo-Christian tradition as it relates to all knowledge. The period from the emergence of human history to 1660 is covered in this course. Students confront primary and secondary source materials to gain an historical consciousness.

Prerequisites: ENGL 1101, 1102.

CORE 2002 Humanities II. (3)
This course is the second of a two-course sequence focusing on our cultural heritage with an emphasis on the impact of the Judeo-Christian tradition as it relates to all knowledge. The period from 1660 to the present is covered in this course. Students confront primary and secondary source materials to gain an historical consciousness.

Prerequisite: CORE 2001.

CORE 3001 The American Experience. (3)
This course provides an understanding of the unique American identity, particularly from the social and behavioral science perspectives. The American Experience enables students to understand the forces that have given rise to the American Republic, articulate the basic concepts of American civil discourse, understand the benefits and limitations of a market-based economic system, and confront the perspectives conveyed through selected works of American culture.

Prerequisites: CORE 2001 and CORE 2002.

Education

Introduction

The Department of Education offers several teacher preparation programs: Bachelor of Arts programs at the Early Childhood (PK – 5th) and Middle Grades (4^{th} – 8^{th}) levels; a Master of Arts in Teaching program for both the High School and Middle Grades level; a post-baccalaureate certification program for Early Childhood and Middles grades. The Master of Education in Curriculum and Instruction program is designed for those who already have a teaching certificate.

The education curriculum at LaGrange College serves four basic purposes:

1. to provide for the development of those professional understandings and abilities which are essential for the teaching profession.
2. to provide planned and carefully guided sequences of field experiences (this requires that all students meet with their advisors before making any work plans).
3. to provide initial preparation programs in Early Childhood and Middle Grades education at the undergraduate level, and a Master of Arts in Teaching initial preparation program for middle and high school grades, all of which are fully accredited by the Southern Association of Colleges and Schools and the Georgia Professional Standards Commission.
4. to provide a program for certified teachers that leads to the Master of Education degree in Curriculum and Instruction.

Teacher Certification

The education department offers a variety of programs that are approved by the Georgia Professional Standards Commission and lead to certification in Georgia. Students desiring to be certified upon completion of their programs should plan to work closely with their advisors since certification requirements are subject to change.

Upon successful completion of approved initial preparation programs in Early Childhood, Middle Grades, and Secondary programs and qualifying scores on the Praxis exam requirements, students are eligible to receive Initial Clear Renewable Certificates.

Admission to Undergraduate Teacher Education

The following are required for entrance into an undergraduate program:

- Praxis I requirement or exemption
- EDUC 1199 – Foundations of Education (grade of "C" or better)
- Completion of core curriculum
- GPA of 2.5 or better
- Submission of application to program with recommendation from EDUC 1199 professor and current advisor
- Background check to ensure that no criminal record or discharge from the armed services would prevent teacher certification
- Successful interview with Education faculty

After interviewing with education faculty, students may be admitted conditionally if the results of the Praxis examination are pending, or if one of the other criteria falls marginally short of the minimum requirements. The student has one semester in which to remove the conditional status. Failure to do so will result in being dropped from the teacher education program. Admissions requirements are listed in the *Education Department Student Handbook*.

All Education pre-service teachers have extensive field experiences each semester. They are in schools for a minimum of 7 hours each week prior to student teaching. Student teaching takes place in Troup County.

Core Program Requirements

All students planning to complete approved programs of Teacher Education must complete the Core program requirements with a minimum of 12 semester hours in the humanities, 6 semester hours in natural sciences, and 6 semester hours in mathematics.

Objectives

Approved Program in Early Childhood Education

Students completing the Early Childhood Education Major will:

- develop a thorough understanding of the social, intellectual, physical, and emotional development of the child from birth to approximately eight years

- identify the nature of learning and behaviors involving the young child
- construct a curriculum appropriate to the needs of the young child
- utilize existing knowledge about parents and cultures in dealing effectively with children
- gain a thorough knowledge of the fundamental concepts of appropriate disciplines and how to relate them to the young child
- identify and implement differentiated teaching strategies in lessons designed for elementary students
- understand diagnostic tools and approaches for assessing students at all levels and how to remediate learning problems in the various disciplines
- develop their maximum potential through the provision of a succession of planned and guided experiences

In order to achieve these objectives, students will take 51 semester hours of Education courses to include: EDUC 1199, 3317, 3319, 3342, 3354, 3355, 4356, 4360, 4449, 4456, 4457, 4459, 4460, 4480, 4490E and two additional math courses (MATH 3001, 3002, 3003, 3004) and at least one General Science course.

Approved Program in Middle Grades Education

Students completing the Middle Grades Education Major will:

- demonstrate knowledge of middle grade learning in actual learning situations
- identify appropriate instructional strategies and created environments to meet the social, emotional, physical and academic needs of individual children and small groups of children with diverse cultural backgrounds
- understand research, professional practices, issues, trends and literature essential for effective teaching throughout the teaching field, with special emphasis on the middle grades (4-8)
- understand diagnostic tools and approaches necessary for assessing needs of individual students, planning to meet those needs, and evaluating individual growth
- be able to modify instruction and change strategies based on the learning outcomes of previous activities and students' individual needs

- demonstrate appropriate professional traits in terms of classroom management, discipline, preparedness, and interaction with co-workers

In order to achieve these objectives, students will take 39 semester hours of Education courses from the following: EDUC 1199, 3317, 3319, 3442, 3456, 4363, 4449, 4456, 4457, 4459, 4480, 4490M. Students will also take a minimum of 30 semester hours in concentration areas. Two concentrations will be selected from mathematics, language arts, science or social studies. A minimum of 5 courses will be taken in each area of concentration. Concentration courses must be approved by the middle grades advisor.

BA and M.A.T Program of Study

Undergraduate students, who meet the admission requirements for the MAT (passing Praxis I or a combined SAT score of more than 1000), and those who have a G.P.A. of 3.0 or higher in their undergraduate studies, have the opportunity to participate in BA and M.A.T program of study after the completion of 80 semester hours. Once accepted, candidates may take one graduate course in each Summer Semester. Candidates may take one three credit graduate course during the Fall, Interim and Spring Semesters only if enrolled with twelve undergraduate credits.

Program of Study:

Semester	Course
First Summer Semester I (after 80 credit hours)	EDUC 6040 Foundations of Education
First Summer Session II	EDUC 6020 Educational Technology
First Fall Semester	EDUC 5060 Secondary/ Middle Grades Exceptional Child
Interim	EDUC 5040 Affirming Diversity
First Spring Semester r	Research in Curriculum (3 cr.) (formal observations)
Second Summer Semester I	Problems of Reading (3 cr.)
Second Summer Semester II	Assessment and Accountability (3 cr.)

Second Fall Semester	Methods of Teaching (3 cr.) (formal observations)
Second Spring Semester	Internship I (4 cr.) (formal observations) Internship II Student Teaching (8 cr.)

Course Descriptions (EDUC)

EDUC 1199 Foundation in Education. (3) Fall and Spring
An introduction to teaching and learning. This course addresses teacher behavior, teacher roles, teacher ethics and experiences; historical perspectives; philosophical foundations, approaches to curriculum development; the politics of education, school governance, school funding and legal issues; school environments; and living and learning in a diverse society. Prerequisite for admission to education program and education classes. This course includes an initial school visitation experience.

EDUC 3317 Science Methods. (3) Spring
This course addresses science content, process skills, attitudes, and real-world applications that are developmentally appropriate for science and instruction. Effective teaching strategies that incorporate integrated and interdisciplinary approaches, technology, literature, multicultural education, and the Georgia QCC objectives are combined with theories of learning. Field experience required.

EDUC 3319 Math Methods. (3) Fall
The math methods course focuses on a constructivist approach to teaching and learning with emphasis on problem-solving, NCTM standards, and QCC objectives. The course stresses mental mathematical exercises and activities with manipulatives that promote mathematical confidence in children. There is an extensive field experience that involves a semester relationship with exemplary math teachers. Coursework involves implementation of the tenets that underlie the conceptual framework of the Education Department.

EDUC 3342 Child Development Practicum. (3) Fall
A study of the principles of growth and development from conception through twelve years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field will be emphasized during the study of each area of development. A nursery and preschool field experience is required.

EDUC 3354 Theories of Reading Instruction. (3) Fall
Different theories of reading instruction will be the focus for this course. Special emphasis will be on children's literature and its role in successful reading programs. Other topics include: reading process, principles of reading instruction, and emergent literacy. IRA standards and Georgia QCC objectives will provide a basis for lesson plans and field experiences in local schools.

EDUC 3355 Fundamentals of Reading Instruction. (3) Spring
A study of word recognition strategies with emphasis on phonics. Teaching techniques for vocabulary and comprehension, reading in content areas, and interrelatedness of reading and writing will also be addressed. Standards from IRA and Georgia QCC objectives will be used in combination with various approaches to effective instruction in planning effective lessons for experiences in local schools.

EDUC 3442 Nature, Needs and Diversity of Young Adolescents. (3) Fall
A study of the physical, emotional, social, and intellectual growth and development of middle grades students. This course will address special populations, gender issues, cultural and socioeconomic differences and through a field experience will assist pre-service teachers in understanding young adolescents and preparing classroom environments where middle grades students can learn at high levels. NMSA and Turning Points guidelines will be examined.

EDUC 3456 Reading and Writing in the Middle Grades. (3) Spring
This course provides an interdisciplinary, literature-based approach to methods for teaching reading in the content areas to middle school students. Emphasis will be on reading and writing processes and strategies, vocabulary, comprehension, study skills, and literature. A variety of teaching techniques will be developed based on IRA and NCTE standards as well as Georgia QCC objectives. Field experience is required.

EDUC 4356 Diagnosis and Remediation of Problems in Reading. (3) Fall
The focus of this course is the identification and correction of reading problems in elementary school students. Special attention is given to testing and teaching materials for corrective work including reading inventories, formal and informal assessment, and computer programs. A variety of assessment techniques, IRA standards, and technology, will be incorporated throughout the course.

EDUC 4360 Curriculum and Accountability in Elementary Grades. (3) Fall

This course addresses the practical aspects of curriculum development along with the role of preparation and its contribution to successful classroom management. A variety of assessment techniques, use of Georgia QCC objectives, technology, and portfolio development are among other key areas that are studied. EDUC 4360 Curriculum and Accountability in the Elementary Grades is taken in conjunction with EDUC 4480 Senior Seminar.

EDUC 4363 Curriculum and Accountability in the Middle Grades. (3) Fall

This course emphasizes the need for a developmentally responsive curriculum that addresses the needs of young adolescents and is academically challenging, integrative and exploratory. The QCC and NMSA and national curriculum standards are examined and issues of accountability and teacher effectiveness are addressed. Various instructional and behavior management strategies are modeled and discussed. There is an extensive field experience requirement.

EDUC 4449 Classroom Technology for Elementary and Middle Grades. (3) Fall and Spring

Classroom technology is a 3 semester-hour course offered to early childhood and middle grades education majors during the fall and spring semesters. This course will meet the expected performances found in the Georgia Technology Standards for Educators. It is designed to teach (a) Global Communication Skills (b) Application Skills and (c) Integrative Strategies. All students will be responsible for designing a professional web site and electronic portfolio that will contain evidence of their expertise in classroom technology. The evidence will be aligned with the Georgia Technology Standards.

EDUC 4456 Language Arts Methods. (3) Spring

This course provides a thematic approach to methods for teaching language arts in the elementary grades. Major topics include oral and written language, reading and writing workshop, spelling, and grammar. Georgia QCC objectives, NCTE and IRA standards will be used in developing instructional resources and units. Field experience is required.

EDUC 4457 Social Studies Methods. (3) Spring

The interdisciplinary nature of social studies will be the focus for the study of curriculum, methods, technology, and professional sources. An emphasis will be on planning for and developing resources for instruction, including the development of a unit with emphasis on the

NCSS standards and Georgia QCC objectives for a chosen grade level. This course includes a field experience component.

EDUC 4459 Special Needs and Exceptional Children. (3) Fall and Spring

A study of identification and diagnostic techniques for teachers related to areas of exceptionality among students and of alternative styles of teaching to meet special needs. The introduction to the Student Support Team (SST) process, the writing of eligibility reports and Individual Education Plans (IEP) will be explored. The psychological and behavioral characteristics of exceptional children will be studied. The importance of transition and other forms found within the exceptional children's categories will be identified. Weekly field experience in the exceptional children's areas will be provided.

EDUC 4460 Diversity in the Elementary Classroom. (3) Interim

This course addresses a variety of issues in diversity including psychological, physiological, and social conditions of different students. Various issues of equality and equal opportunity are also examined as well as strategies for working with children at risk. This course includes a field experience in diverse school settings outside of Troup County.

EDUC 4480 Senior Seminar. (3) Fall

Senior seminar is taken in conjunction with the curriculum course for either middle grades or early childhood the semester prior to student teaching. Senior education majors work closely with a local school for eight hours each week supervised by college faculty.

EDUC 4490E Early Childhood Student Teaching. (12) Fall and Spring

This course provides a full-day teaching experience for a minimum of thirteen weeks. Pre-service teachers will be assigned to diverse public schools and will gradually assume responsibility for working with groups and individuals. They will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teacher and college supervisor gradually assuming total responsibility for the class.

EDUC 4490M Student Teaching in the Middle Grades. (12) Fall and Spring

Middle grades pre-service teachers are placed on a team in a middle school for a minimum of twelve weeks, gradually assuming total responsibility for the class. They will teach in both areas of concentration and are evaluated through a rigorous performance based

assessment process based on national standards. They will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teachers and college supervisor.

English

Introduction

The Department of English Language and Literature offers a wide range of courses to meet a variety of needs and demands: composition at introductory and advanced levels; the literature of England and America; continental literature (in translation); journalism; and creative writing.

Objectives

The primary goal of courses in composition and literature is to help students become competent readers and writers by providing them with challenging texts and ample opportunities to practice their skills of critical thinking and expression. Toward this end, the English faculty have set the following four objectives. All students completing the core curriculum will demonstrate:

- proficiency in expository writing with Standard American English grammar, punctuation, and usage
- proficiency in critical reading
- the ability to assimilate, organize, and develop ideas logically and effectively
- an understanding of the rudiments of research-based writing, including accurate and ethical citation and MLA documentation

Objectives of English Major Courses

All students completing the baccalaureate program in English will be prepared to pursue careers in which a broad knowledge of literature and a proficiency in critical reading, critical thinking, and expository writing are important. They also will be prepared to pursue graduate studies in English and in other professional areas, such as law, medicine, or journalism. In addition, students who wish to prepare for a career in teaching may do so by completing a major in English. For each of these endeavors, English majors will demonstrate:

- an extensive knowledge of the development of British literature and American literature from their origins to the present
- a capacity for interpreting literature, reading critically, and expressing literary ideas, both in oral discussion and in written work

- an ability to bring informed critical and analytical judgment to bear on the study of literary issues, both in oral discussion and in written work
- a mastery of the techniques of literary research and the use of MLA style
- a knowledge of Standard American English grammar, punctuation, and syntax
- a knowledge of Standard American English usage

Requirements for English Majors

Before declaring English as a major, students must complete the CORE composition classes (ENGL 1101 and 1102) with no grade lower than a C.

English majors are required to take **37** semester hours in English language and literature above the 1000 level.

Requirements for English Minors

A minor in English consists of 18 semester hours above the 1000 level, three courses of which must be at the 3000 level or above.

Assessment

Success in achieving the objectives of the English major will be demonstrated in the following ways:

- completion of each major course with a grade of C or better
- completion of an entrance and an exit examination
- satisfactory performance on the senior thesis and its presentation

Students are required to take the ETS Major Field Achievement Test in Literature while enrolled in ENGL 2200 and again while enrolled in ENGL 4495. Scores will be compared to measure progress. Students preparing for graduate study in English or law are encouraged to take the GRE or the LSAT.

Awards

The English Department gives two awards to outstanding senior English majors during the Honors Day Convocation:

- the Walter D. Jones Award for Excellence in Composition and Scholarship
- the Murial B. Williams Award for Excellence in Literary Studies

The Jones award is given to the student whose paper written for a major course is judged as outstanding by an impartial panel of reviewers. The Williams award is given to the student who is deemed by the English faculty to demonstrate the highest standards of scholarship and who contributes the most to the advancement of literary studies among English majors at LaGrange College.

A third award, the Frances Marion Chalker Medlock '53 Prize for Poetry, is awarded to one or more students, regardless of major, who exhibit a profound love and appreciation of poetry, as determined by the English faculty.

Finally, each spring at Honors Day, the Department of English recognizes the most outstanding essay(s) composed for a Rhetoric and Composition course (ENGL 1101 or 1102) during the current academic year. The winning essay(s) will be published in the next year's edition of the *LaGrange College Handbook of Freshman English.*

Writing Center

The Department of English Language and Literature maintains a Writing Center, which is located in Banks Library. This center serves the college community by providing advice and support for student writers. The center is directed by Dr. Laine Scott, who trains upper-level students to serve as peer writing consultants. The hours of the center are posted each semester.

The Scroll and LC Writing Contest

Since 1922, *The Scroll* has been LaGrange College's journal of creative arts; published each spring, the magazine features the best of fiction, drama, poetry, essays, and artwork by the students and faculty of the College.

The LC Writing Contest is an annual event sponsored by the English Department, the Writing Center, and *The Scroll*. It is open to all LC students. First and second prizes are awarded to best entries in fiction/drama, poetry, and essay. Winners are announced at Honors Day and included in the annual *Scroll.*

Advanced Placement

Most LaGrange College students will take Rhetoric and Composition I and II (ENGL 1101 and 1102) during their freshman year. Some students will receive credit for one of these courses based on the **Advanced Placement Test**.

- Students who earn a score of 4 or 5 on the **AP Test in English Language and Composition** will receive three hours of credit for Rhetoric and Composition I [English 1101].
- Students who earn a score of 4 or 5 on the **AP Test in English Literature and Composition** will receive three hours of credit for Rhetoric and Composition II [English 1102].
- Students who earn a score of 4 or 5 on both tests must choose which course they prefer to exempt. Only one exemption is allowed.
- Only the AP Tests in English Language or English Literature are accepted for credit in the LaGrange College English program.

Transient Credit

No transient credit will be accepted for courses in freshman composition (ENGL 1101 or 1102).

Course Descriptions (ENGL)

ENGL 1101 Rhetoric and Composition I. (3) Fall 2005.
Introduction to expository writing, emphasizing the essay form, the writing process, and rhetorical modes of thesis development. Standardized test scores, among other criteria, will determine each student's placement in either a standard, honors, or grammar-intensive section of ENGL 1101.
Prerequisite to all higher-numbered English courses.

ENGL 1102 Rhetoric and Composition II. (3) Fall 2005, Spring 2006.
Introduction to critical thinking and writing about literature, emphasizing reading strategies, analytic writing, research techniques, and modes of documentation.
Prerequisite to all higher-numbered English courses.

ENGL 2200 Introduction to English Studies. (1) Fall 2005.
Introduces students to the academic discipline of English and focuses on the critical issues (past and present) involved in English Studies. This course is a prerequisite for English majors for any 3000- or 4000-level course.
Prerequisites: ENGL 1101, 1102

ENGL 2204 British Literature I. (3) Fall 2005.
A survey of British Literature from the Anglo-Saxon period through the eighteenth century. Short critical essays required, at least one with documentation. Required of all English majors.

ENGL 2205 British Literature II. (3) Spring 2006.
A survey of British literature from the Romantics through the Modern/ Postmodern period. Short critical essays required, at least one with documentation. Required of all English majors.

ENGL 2206 American Literature I. (3) Fall 2005.
A survey of American Literature from the Colonial period through American Romanticism. Short critical essays required, at least one with documentation. Required of all English majors.

ENGL 2207 American Literature II. (3) Spring 2006.
A survey of American literature from Realism and Naturalism through the Modern/ Postmodern period. Short critical essays required, at least one with documentation. Required of all English majors.

ENGL 2260 Journalistic Writing I. (3) On demand.
An introduction to basic types of writing for newspapers: news, feature, interview, review, and editorial.

ENGL 2261 Journalistic Writing II. (3) On demand.
Advanced instruction and practice in writing news, features, and editorials. Course also involves copy editing and layout and design of news pages.
Prerequisite: ENG 2260 or permission of the instructor.
For English majors:
Prerequisite to 3000-level or 4000-level courses: ENGL 1101, 1102, 2200

ENGL 3300 History of the English Language. (3) Spring 2006.
Introduction to principles of linguistics; a survey of the origins and development of English, and a study of its structure. Required of all English majors.

ENGL 3302 Advanced Grammar. (3) Fall 2006.
A survey of the basic logic and grammatical structure of English, from morpheme to word, phrase and clause, to sentence.

ENGL 3303 Advanced Composition. (3) Fall 2005.
This course is open to all students, regardless of major, who are interested in strengthening their written expression beyond the level of "functional." The focus will be on producing nonfiction prose that is exemplary for its clarity and finesse.

ENGL 3306 Creative Writing Workshop (poetry). (3) Spring 2007.
An advanced course in imaginative writing. Professional models studied, but student writing emphasized. Only one workshop (poetry or fiction) may be taken for major credit.

ENGL 3308 Creative Writing Workshop (fiction). (3) Spring 2006.
An advanced course in imaginative writing. Professional models studied, but student writing emphasized. Only one workshop (fiction or poetry) may be taken for major credit.

ENGL 3312 Business Writing. (3) On demand.
(see MGMT 3312).
A study of the basic communication skills needed to prepare business publications in today's world. Special attention given to format and correct usage.

ENGL 3314 Classical Backgrounds. (3) On demand.
An examination of major classics, in modern translation, of Greek, Roman, and Medieval literature.

ENGL 3316 Masterpieces of Continental Literature. (3)
On demand.
Major European classics in translation from the Renaissance through the twentieth century.

ENGL 3320 Medieval Literature. (3) Spring 2007.
A survey, mostly in Middle English, of English literature to about 1500.

ENGL 3330 English Literature of the Renaissance. (3)
On demand.
Renaissance English literature to about 1675, excluding Shakespeare.

ENGL 3335 Development of English Drama. (3) On demand.
An examination of the development of English drama, excluding Shakespeare, from its beginnings up to the Restoration.

ENGL 3340 Restoration and Eighteenth-Century English Literature. (3) Spring 2006.
Selected Restoration, Neoclassical, and Pre-Romantic English literature, excluding the novel.

ENGL 3345 The Rise of the English Novel. (3) On demand.
A study of the rise of the English novel with an emphasis on selected works of the late seventeenth-century and eighteenth-century novelists.

ENGL 3350 Romanticism in English Poetry and Selected Prose. (3) On demand.
A study of selected major nineteenth-century British prose and poetry, with emphasis on lyric verse.

ENGL 3355 The English Novel in the Nineteenth Century. (3) On demand.
A study of the selected works of Romantic and Victorian novelists.

ENGL 3360 Victorian Poetry and Selected Prose. (3) Fall 2006.
A study of selected major Victorian prose and poetry, with emphasis on Tennyson, Browning, and the Pre-Raphaelites.

ENGL 3375 American Romanticism. (3) Spring 2007.
Major American Romantic writers of the United States through Whitman and Dickinson.

ENGL 3380 Post Civil War American Literature. (3) Spring 2006.
Major American writers of the Realistic and Naturalistic movements in the United States.

ENGL 3385 Southern American Literature. (3) On demand.
A study of major Southern writers from about 1815 to the present.

ENGL 4400 Literary Theory and Modern Criticism. (3) Fall 2005.
A study of literary theory through postmodern literary criticism.

ENGL 4410 Chaucer. (3) Fall 2005.
A survey of Chaucer's work. Consideration will also be given to Chaucerian influence and criticism.

ENGL 4420 Shakespeare. (3) On demand.
The development of Shakespeare's art, as reflected in selected individual plays or groups of plays.

ENGL 4430 Milton. (3) Fall 2006.
Selected poetry and prose of Milton.

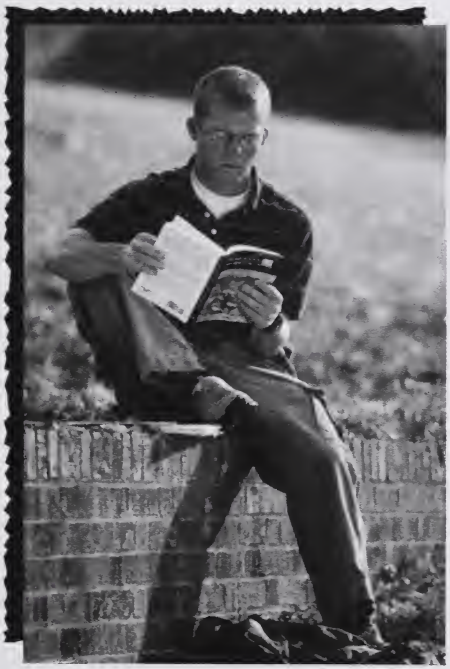
ENGL 4440 Twentieth Century Fiction. (3) On demand.
A study of selected novels and short stories of Modern, Postmodern, and Contemporary American and British fiction writers.

ENGL 4450 Twentieth Century Poetry. (3) On demand.
A study of the major American and British poets of the twentieth century, their verse techniques, and their contributions to poetic art.

ENGL 4460 Twentieth Century Drama. (3) On demand.
A study of major American and British playwrights of the twentieth century, their dramatic techniques, and their contributions to the dramatic arts.

ENGL 4495 Senior Thesis and Presentation. (3) Spring 2006.
English majors will write and present orally an original research project based on a significant topic in American or English language or literature. Required of all English majors.
Prerequisite: Senior Standing

ENGL 4499 Independent Study/Research. (3) On demand.



Health and Physical Education

Introduction

The curriculum in the Department of Health and Physical Education is composed of two programs. The physical education activities program offers a selection of physical skills classes. These classes are designed to promote physical skill development as well as knowledge in a variety of activity areas including physical fitness and conditioning, aquatics, lifetime leisure pursuits, and traditional team sports.

Objectives

Two minor programs in physical education/athletics are available. A 15-hour coursework minor in coaching is available to any student. Students completing the minor in coaching will:

- demonstrate knowledge of the profession of athletics.
- understand professional practices, issues, trends, and literature essential for effective coaching.
- demonstrate appropriate professional behaviors for athletic coaching.

Criteria for completion of this minor are stipulated below.

Required Core for the Physical Education/ Coaching Minor

HPED 3305	Sports Psychology	3 hours
HPED 3310	Coaching Theory and Methods	3 hours
HPED 3312	Principles of Strength, Conditioning, and Nutrition for Athletes	3 hours
		9 hours

Select **two (2)** courses from the following for a total of **6 hours**

HPED 2202	Sports Statistics	3 hours
HPED 3302	Organization and Administration of P. E. and Athletics	3 hours
HPED 3332	Prevention and Care of Athletic Injuries/Illnesses	3 hours
HPED 3390	Seminar and Lab Practice in Physical Education	3 hours

A 15-hour coursework minor also is available in **physical education**. Students completing the minor in physical education will 1) demonstrate

knowledge of the profession of physical education; 2) understand professional practices, issues, trends, and literature essential for effective teaching; 3) demonstrate appropriate professional behaviors for classroom management. This minor is designed in consultation with the department chair in Health and Physical Education.

Criteria for Completion of the Physical Education and Coaching Minors

- satisfactorily complete all course work requirements.
- maintain a minimum 2.5 cumulative G. P. A.
- current certification in Community First Aid/CPR.

Course Descriptions (HPED)

HPED 1153 Camp Leadership and Program. (3) On demand.
A study of camping in an organized setting and of the leadership skills necessary for the implementation of the camp program.

HPED 1154 Community First Aid/CPR. (3) Fall, Spring.
This course focuses on the identification of emergency situations and selection of correct response. Certification in American Red Cross standard first aid and adult, child and infant rescue breathing and cardiopulmonary resuscitation are earned upon successful completion of the course.

HPED 1155 Lifeguard Training. (3) Spring.
Competencies in swimming and life guarding techniques, swimming speed and endurance are developed in this course. American Red Cross lifeguard training and cardiopulmonary resuscitation for the professional rescuer certifications are the result of successful completion of this course.

Prerequisites: Current Standard First Aid Certification; Passing of the following practical exams on the first day of class; 500 yd. continuous swim (crawl, breast stroke and sidestroke); treading water for two minutes with legs only and retrieving a brick from the deep end of the pool.

HPED 1156 Water Safety Instructor. (3) Spring.
A course which focuses on the development of competencies in swimming stroke and instructional techniques. Students who successfully complete this course earn certification in Red Cross WSI, enabling them to teach all levels of the Learn to Swim Program, Basic and Emergency Water Safety courses.

HPED 2202 Sports Statistics. (3) On demand.
Techniques of recording sports statistics and maintaining scorebooks are the focus of this class.

HPED 2251 Introduction to Physical Education. (3) On demand.
A survey course of the career choices available in physical education. Opportunities to talk with and observe professionals in various sub-specializations are provided.

HPED 3302 Organization and Administration of Recreational and Physical Education Programs. (3) On demand.
A study of the organization and administration of instructional, intramural, and interscholastic activity programs. Special emphasis is placed on the selection, purchase, and care of safe equipment and facilities as well as on the legal requirements for providing and maintaining safe programs and facilities.

HPED 3305 Sports Psychology. (3) Spring.
A study of human behavior in the context of the sporting experience and how performance is affected by the interactions of the coach, athletes and the environment. Emphasis is on motivation, personality, attributions, disengagement from sport, aggression, leadership, and communication patterns.

HPED 3306 Techniques of Sports Officiating. (3) Spring.
This course focuses on techniques of officiating athletic events. Knowledge of the rules of selected sports and extensive practical officiating in selected sports form the basis of this course.

HPED 3310 Coaching Theory and Methods. (3) On demand.
Analysis of teaching skills and techniques of the different interscholastic sports in high schools.

HPED 3312 Principles of Strength Conditioning and Nutrition for Athletes. (3) Fall.
This course focuses on the examination of proper techniques, concepts, and applications of exercise science. Nutritional principles as these relate to athletic performance also are included.

HPED 3320 Methods in Health and Physical Education in the Elementary School. (3) Fall.
A study of the objectives, materials, activities, and curricula appropriate for elementary school physical education and health. Supervised observation and practical experiences in the elementary schools are provided.

HPED 3331 Personal Health Issues. (3) On demand.
This course allows students to explore basic health issues and principles in depth. Topics include fitness, diet and weight control, nutrition, human sexuality, stress management, death education, aging, and drug and alcohol education.

HPED 3332 Prevention and Care of Athletic Injuries/Illnesses. (3) Spring.
This course focuses on common injuries and illnesses occurring in athletics. Topics include, but are not limited to, heat exhaustion, heat stroke, abdominal injuries, injury management, emergency triage, anatomical instability, blood borne pathogens, and mechanics of injury.

HPED 3333 Yoga for Wellness (3) Fall, Winter
A study of the effects that yoga has on all aspects of the human body, including physical, mental, and spiritual. Topics will include breathing techniques, asanas, fasting, meditation, and different disciplines of yoga. There will also be a physical component of this course.

HPED 3352 Physiology of Exercise. (3) On demand.

The effects of exercise on the major systems of the human body, including cardio respiratory, neuromuscular, glandular, and digestive are the focus of this course. Effects of heat, altitude, and ergogenic aids on the human body during exercise also are included.
Prerequisites: BIOL 1148– BIOL 1149

HPED 3390 Seminar and Lab Practice in Physical Education. (3) Fall, Spring.
This course provides supervised leadership experiences in various physical education or athletic settings. Seminar discussions focus on common issues and concerns.
Prerequisites: Junior or Senior standing and completion of 6 hours of HPED courses.

HPED 4400 Internship in Physical Education and Coaching. (3) Interim.
Directed observation and participation in physical education, coaching, and/or supervisory situations.
Prerequisites: Junior or Senior standing, recommendation by the department chair in health and physical education

Physical Education Activities (PEDU)

The physical education activity program is designed to provide opportunities for learning or enhancing those skills necessary to

participate in leisure time activities throughout the life cycle. Special emphasis also is given to activities which improve one's physical fitness and condition. **All courses carry one semester hour of credit and count toward the hours needed for graduation.**

PEDU 1102 Beginning Archery. (1) Fall, Spring.
Basic competencies in archery techniques and safety with experiences in target shooting.

PEDU 1103 Badminton. (1) Spring.
Introduction to the skills, strategies, and rules of badminton

PEDU 1104 Basketball. (1) On demand.
Basic competencies in the techniques, strategies, and rules of basketball.

PEDU 1105 Jogging. (1) Fall, Spring.
Participation in progressive running programs designed to increase cardiovascular endurance.

PEDU 1107 Bowling. (1) On demand.
Introduction to the basic skills and rules of bowling. Course conducted at local bowling lanes.

PEDU 1108 Physical Conditioning. (1) Fall, Spring.
Basic assessment, maintenance, and improvement of over-all physical fitness.

PEDU 1109 Beginning Golf. (1) Fall, Spring.
Introduction to the basic skills, strategies, and rules of golf. Field trips to city golf courses.

PEDU 1111 Softball. (1) Fall.
Basic competencies and knowledge of rules and strategies of softball.

PEDU 1112 Beginning Tennis. (1) Fall, Spring.
Introduction to the basic skills, strategies, and rules of tennis.

PEDU 1114 Volleyball. (1) Fall, Spring.
Basic competencies in the techniques, strategies, and rules of volleyball.

PEDU 1116 Personal Fitness. (1) Spring.
Introduction to diet and weight control techniques as well as assessment and maintenance of personal fitness.

PEDU 1120 Karate. (1) On demand.
Basic competencies and skills in karate techniques.

PEDU 1121 Bicycling. (1) On demand.

Introduction to the basic equipment, safety, and techniques of cycling including training and racing strategies. Weekend field trips.

PEDU 1122 Weightlifting/plyometrics. (1) Fall, Spring.
Introduction to exercises that are geared toward increasing speed, power, and jumping ability. A basic overview of the physiological factors involved in the exercises will be included.

PEDU 1123 Beginning Swimming. (1) Spring.
Introduction to the aquatic environment with emphasis on competence in primary swimming and safety skills and stroke readiness.

PEDU 1124 Intermediate/Advanced Swimming. (1) On demand.
Development and refinement of key swimming strokes. Introduction to turns, surface dives, and springboard diving.
Prerequisite: PEDU 1123 or equivalent skills.

PEDU 1130 SCUBA. (1) Fall, Spring.
Develop competencies in safe diving techniques and practices as well as safe use of SCUBA diving equipment. PADI open Water Diver Certification available upon completion of course and optional trip for checkout dives.
Prerequisite: PEDU 1124 or equivalent intermediate swimming skills.

PEDU 1156 Canoeing. (1) Fall, Spring.
Fundamental canoeing skills emphasized. Field trips to lake facilities and overnight camping experience are provided to give extensive opportunities for recreational canoeing.

PEDU 1158 Backpacking. (1) Spring.
Introduction to basic equipment, safety, and techniques of trail camping. Extensive field trips to state and national trails are provided.

PEDU 1159 Sailing. (1) On demand.
Basic sailing competencies and understanding with experiences in fundamental racing strategy. Field trips to lake facilities are provided.

PEDU 1160 Snow Skiing. (1) Spring.
Introduction to basic techniques, safety, and equipment of snow skiing. Field trip to area ski facilities is included.

PEDU 1161 Rhythmic Aerobics. (1) Fall, Spring.
A conditioning course in which exercise is done to musical accompaniment for the purpose of developing cardiovascular efficiency, strength and flexibility.

PEDU 1162 Hiking, Orienteering, and Camping. (1) Fall, Spring.
Introduction to basic techniques of tent camping, map, and compass work. Field trips to nearby campgrounds and forest lands.

PEDU 1164 Water Aerobics. (1) Fall, Spring.
Development of cardio respiratory endurance, flexibility, body composition, and muscle endurance/tone through vigorous water exercise. The resistance of the water makes this course an excellent choice for the beginner as well as the well-conditioned athlete, and for the swimmer as well as the non-swimmer.

PEDU 1165 Aqua Fitness. (1) On demand.
Development and/or maintenance of cardiovascular fitness through various aquatic activities including water jogging, circuit training, and water resistance training. Students will learn to use various aquatic equipment to implement their personal training.
Prerequisite: PEDU 1123 or equivalent beginning swimming skills

PEDU 1166 Scottish Country Dance (1) Fall, Spring
Introduction to, and dancing folk dances of Scotland. Learn figures and steps of reels, jigs, and strathspey. Opportunity to attend workshops sponsored by the Atlanta Branch of The Royal Scottish Country Dance Society

History

Introduction

The faculty of the Department of History believe that all persons, whatever their selected role in life, require an understanding of their past in order to prepare for their future. The faculty firmly believes that the liberal arts preparation, which encompasses courses from the discipline of history, provides the student with the most appropriate educational background for life by integrating knowledge from the broadest range of disciplines. The objective of the Department of History is to provide students at LaGrange College with knowledge of the historical forces which have shaped civilization as we know it.

Objectives

To achieve the objective set forth above the faculty seeks to:

- provide students with a basic understanding of the historical forces which have contributed to the development of civilization.
- develop in students an understanding and appreciation of his/her civilization which is a part of the world community.

The faculty of the department believes that students who select to complete a major course of study in history should have the foundation knowledge and understanding of the discipline, developed by classroom instruction and individual study, necessary to provide them with the opportunity to:

- pursue graduate study within the discipline.
- pursue a professional degree in a selected field of study.
- pursue employment as a teacher in pre-collegiate education.
- seek employment in a field such as government, entry level historic documentation and preservation, social or historic entry level research, or a field where their liberal arts preparation can be beneficially utilized.

Graduates of the Department of History may be found pursuing careers in business, law, education, politics and government, broadcasting, journalism, the ministry and other fields of endeavor. In all of these endeavors our graduates have found that their education has provided a foundation for their careers and for their growth in life.

The Department of History offers the following major in history:

A. Prerequisite Courses

HIST 1101 and 1102	World Civilization
HIST 1111 and 1112	United States History

These are prerequisite courses for the major.

Prerequisite courses can be met by AP or CLEP tests, or by transfer credit

We strongly encourage the history major to pursue the widest possible liberal arts preparation by the careful selection of courses from the core program structure.

B. Two courses from:

HIST 3307	Social and Intellectual of the United States
HIST 3308	American Diplomatic History
or	
HIST 3310 - 3311	Constitutional History of the United States

Two courses from:

HIST 3301	Greco-Roman world
HIST 3310	Middle Ages
HIST 3320	Renaissance and Reformation

Two courses from:

HIST 3372	Europe 1660 - 1870
HIST 3374	Europe 1870 - the Present

Required courses:

HIST 2000	Research Methods in History
HIST 4490	Senior History Seminar

C. **An additional nine semester hours of 3000 and 4000 level history courses are required. The total major course requirements are 33 semester hours credit beyond 1000 level courses.**

Success in achieving the objectives established for the major will be demonstrated as follows:

- successful completion of each major course with a grade of C or better.

- successful completion of the senior history seminar and defense of the senior thesis before the students and faculty of the department.
- successful completion of a major field examination during their senior year.

Those wishing to major in history are encouraged to declare their major during the beginning of the spring semester of their sophomore year.

Upper level courses in history, those numbered 3000 or above (with the exception of HIST 4490), are available to all students who have successfully completed prerequisites.

Course Descriptions (HIST)

HIST 1101 World Civilization I. (3) Fall, Spring.
Survey course on the development of world civilization up to 1660.

HIST 1102 World Civilization II. (3) Fall, Spring.
Survey course on the development of world civilization from 1660 to the present.

HIST 1111 History of the United States to 1865. (3) Fall, Spring.
Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.

HIST 1112 History of the United States, 1865 to the Present. (3) Fall, Spring.
Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

HIST 2000 Research Methods in History. (3) Interim only.
This course is required of all sophomore history majors. It will acquaint the student with the basic components of historical methodology and research.

HIST 2010 Islamic Civilization (3). On demand.
An introduction to the basic tenets of Islam and survey of the growth and diversification of Islamic Civilization.

HIST 3301 Greco-Roman World. (3) Fall 2005.
A study of Greco-Roman civilization from its birth in ancient Greece through the collapse of the western Roman empire in the fifth century A.D.

HIST 3302 The Middle Ages, 350-1350. (3) Spring 2006.
This course offers a comprehensive study of the development of medieval civilization from the late fifth century to the late fourteenth century.

HIST 3306 History of the South. (3) On demand.
Emphasis on the antebellum, Civil War, Reconstruction, and New South periods.

HIST 3307 Social and Intellectual History of the United States. (3) Fall 2006.
A review of ideas and patterns of thought, the role of social, ethnic, and racial groups, and the major institutions of American society.

HIST 3308 American Diplomatic History. (3) Fall 2005.
Emphasis on the procedure for developing foreign policy as well as diplomatic history.

HIST 3310 Constitutional History of the United States to 1900. (3) Fall 2005.
An analysis of fundamental constitutional development from 1776 to present.
Prerequisites: HIST 1111 and HIST 1112

HIST 3311 Constitutional History of the United States 1901 to the Present. (3) Spring 2006.
An analysis of fundamental constitutional development from 1901 to the present.

HIST 3312 Economic History of the United States. (3) On demand.
American economic development from colonial times to the present.

HIST 3315 Georgia History. (3) Summer/On demand.
A study of Georgia History from the pre-colonial period to the present with emphasis on the historical, social, economic and political development of the State.

HIST 3320 The Renaissance and the Reformation, 1350-1600. (3) Fall 2006.
This course offers a detailed study of the civilization of Renaissance and Reformation Europe. Primary focus will be placed on the artistic and religious achievements of the period 1350 to 1600.

HIST 3330 The Medieval Church and Papacy. (3) Spring 2007.
This course will examine the institutional and cultural history of the medieval church, with special emphasis on the role of the papacy, and its impact on medieval civilization.

HIST 3340 Medieval Kings and Queens. (3) Fall 2006.
A survey of medieval kings and queens and their influence on the development of medieval civilization.

HIST 3341 Russia to 1856. (3) Fall 2005.
A comprehensive survey of the Russian historical development from the appearance of the Kievan State in the 9th century through the Crimean War.

HIST 3342 Russia 1856 to the Present. (3) Spring 2006.
An examination of the Imperial Russian state.

HIST 3350 Renaissance and Renascences. (3) Spring 2005.
An examination of the great cultural revivals from the age of Charlemagne to the age of Michelangelo.

HIST 3361 History of England to 1689. (3) Fall 2006.
A political, economic, social, and cultural history of England from 1689 to the present.

HIST 3362 History of England from 1689 to Present. (3) Spring 2007.
A political, economic, social and cultural history of England from 1689 to present.

HIST 3372 Europe 1660-1870. (3) Fall 2006.
A comprehensive survey of European history from the reign of Louis XIV through the rise of the modern German state in 1870.

HIST 3374 Europe 1870 to the Present. (3) Spring 2007.
A comprehensive survey of European history from the Bismarckian Era to the present.

HIST 3378 European Diplomatic History:1890 to the Present. (3) On demand.
A detailed examination of European international relations from 1890, the end of the Bismarkian system to the present.

HIST 4416 Twentieth Century America. (3) On demand.
An intensive study of the United States during the twentieth century.

HIST 4478 Contemporary Europe. (3) On demand.
An examination of European history focusing on major issues since 1945.

HIST 4490 Senior History Seminar. (3) Spring.
A study of historiography and research methods and materials.
Prerequisites: Senior History Major or permission of the professor and the Chair of the Department. This course may only be attempted twice.

Human Services

Introduction

The Department of Human Services and Sociology offers a bachelor of arts degree in human services that equips generalist-level helping professionals with the knowledge and skills necessary to provide caring and ethical services to individuals, families, and communities.

Objectives

The Human Services curriculum provides students with valuable knowledge and skills applicable in virtually every personal, professional, social, and cultural setting. Human Services majors benefit from extensive liberal arts linkages with courses reaching across various disciplines, including Social Work, Sociology, Anthropology, and Psychology. Human Services graduates are prepared to pursue advanced degrees in a variety of graduate and professional programs, including Social Work, Sociology, Community Counseling, and Public Administration. In addition, majors may pursue careers in a wide variety of fields, such as social work, criminal and juvenile justice, mental health and healthcare, nonprofit administration and management, community organization and urban planning, community education, and social policy research.

Human Services coursework will provide students with both factual and theoretical knowledge of society and culture, as well as strategies for understanding and working with diverse populations and marginalized groups. Because of the increasing diversity of the population of the United States, and as the world becomes a global community, this match of knowledge and skills will be increasingly important for our profession and our society.

During their final year, human services majors participate in a field practicum or internship, which allows them to gain insight and actual experience working in a particular area of Human Services. There are many opportunities in various fields, such as youth support organizations, child advocacy, shelters for women and families, teen pregnancy centers, community centers for the elderly, criminal justice organizations, community development corporations, recreational therapy, faith-based interventions, and other non-profit and governmental organizations.

Requirements for Major

Human Services majors are required to successfully complete the following 42 semester hours with no grade lower than a "C" ("P" for HUSV 4491):

Foundation (15 hours)

HUSV 2299	Introduction to Human Services
HUSV 3352	Life Course and the Social Environment
PSYC 1101	Introduction to Psychology
SOCI 1146	Principles of Sociology
SOCI 2247	Diverse Families

Policy (3 hours)

Choose one of the following:

SOCI 2253	Social Problems and Policy
HUSV 3377	Social Welfare: Policy and Analysis

Practice (9 hours)

HUSV 3311	Ethical Human Services Practice
HUSV 4422	Cultural Competency in Human Services

Choose one of the following:

HUSV 3312	Groups and Adventure-Based Therapy
HUSV 4478	Special Topics in Human Services Practice
PSYC 3351 I	ntroduction to Counseling

Option A:

MATH 1114	Introduction to Statistics

Choose one of the following:

HUSV 4476	Research Methods in Human Services
POLS 3300	Research Methods in Political Science

Option B:

PSYC 2298	Behavioral Statistics
PSYC 2999	Research Methods

Field Practice (9 hours)

HUSV 4491	Field Practice

Majors are encouraged to pursue a double major, a minor or to take electives in any of the following disciplines: Biology, Business, Education, Latin American Studies, Nursing, Psychology, Religion, Sociology, Spanish and non-required Human Services courses. To do so will complement the human services curriculum, enhance a liberal arts education and strengthen a student's efforts to seek employment and pursue graduate education in a helping profession.

Requirements for Minor

A minor in Human Services consists of 12 semester hours, six of which must be at the 3000 level or higher.

All students planning to minor in human services must take the following:

HUSV 2299	Introduction to Human Services
HUSV 3311	Ethical Human Services Practice

Students must also complete an additional six semester hours of HUSV coursework, three of which must be at the 3000 level or higher. A relevant Interim course may be accepted upon approval of the department chair.

Assessment

Mastery of the curriculum for a human services major is measured by:

- completion of all major requirements with a C or higher in every course
- receiving credit for the field practicum course
- satisfactorily delivering an integrative presentation during the culmination of the field practicum

Course Descriptions (HUSV)

HUSV 1148 Introduction to Anthropology. (3) On demand
A general introduction to the scientific study of the origin, the behavior, and the physical, social, and cultural development of humans.

HUSV 2299 Introduction to Human Services. (3) Spring 2006
An introduction to generalist human services. Emphasis is placed on the historical development of this young profession as well as exposure to various career opportunities in the helping profession. A 50-hour field experience is required.

HUSV 3308 Cultural and Social Anthropology. (3) Fall 2005
A study of comparative cultures and social structures with special emphasis upon the ethnography of primitive people.

HUSV 3311 Ethical Human Services Practice. (3) Fall 2005
This course integrates theory and technique development through a combination of lecture and laboratory to provide students with the opportunity to develop generalist level ethical human services practice skills.
Prerequisite: HUSV 2299

HUSV 3312 Groups and Adventure-Based Therapy.
(3) On demand
An introduction to key concepts in basic therapeutic group processes with a special emphasis on experiential outdoor therapeutic interventions. Students will participate in outdoor activities such as teambuilding exercises, ropes course, and spelunking. This course requires multiple off-campus trips of one to two days in duration.

HUSV 3352 Life Course and the Social Environment.
(3) Fall 2005
An in-depth look into the American life course. The course will consider the biological, psychological, and sociological aspects of various life course stages. Students will become familiarized with the ways in which social, economic, and historical changes help to construct and reconstruct the life course.

HUSV 3377 Social Welfare: Policy and Analysis. **(3)** On demand
An advanced study on the current policies determining the provision of social welfare services in America. Students explore the role of public policy in helping or deterring people in maintaining or achieving optimal health and well-being. Analysis of current social welfare policies and their effect on human services practice will be undertaken

HUSV 4422 Cultural Competency in Human Services.
(3) Spring 2006
Utilizing an intensive travel or home stay model, this course enables students to learn about differences and similarities in the experiences, needs, and beliefs of all people and to develop the necessary and differential assessment and intervention skills that will enable them, as helping professionals, to serve an increasingly diverse population.
Prerequisites: HUSV 2299, HUSV 3311 and student must have Senior standing
Co-requisite: HUSV 4491

HUSV 4476 Research Methods in Human Services. **(3)** Fall 2005
An overview of research design and methodology germane to the helping professions. Course emphasizes different methods of gathering data, ethical concerns in this area, and basic statistical matters.
Prerequisites: HUSV 2299 and MATH 1114
Cross-listing: POLS 3300

HUSV 4478 Special Topics in Human Services Practice.
(3) On demand
This course offers students information and insight into a selected area of the practice of human services.
Prerequisites: HUSV 2299 (or chair's approval)

HUSV 4491 Field Practice. (9) Spring and Summer 2006
Seniors engage in a 320-hour field experience that serves as a capstone to the major and introduces the student to the human services profession. Students are placed at a human services organization and are supervised by a field instructor who will work with the faculty to design a customized experience that provides an integrative learning experience. A complementary weekly seminar serves to ensure that the student demonstrates integration of theory with practice by allowing for processing of information and the completion of assignments that link the major's curriculum to the practicum.

Grading: Pass/No Credit
Prerequisites: HUSV 2299, HUSV 3311 and student must have Senior standing
Co-requisite: HUSV 4422

Student visits a Guatemalan orphanage as part of an Interim course.

Latin American Studies and Modern Languages

Introduction

Latin American Studies is a growing program at LaGrange College. It is an interdisciplinary program that introduces the student to the cultural diversity and richness of Latin America and its people. Due to the increasing presence and importance of Latinos in the United States, a minor in Latin American Studies enhances one's career opportunities and effectiveness in such fields as business, government, health care, journalism, law, and social work.

Objectives

While the minor in Latin American Studies currently requires 6 hours of Spanish language study, students are encouraged to take more Spanish courses in order to develop basic conversational fluency. In addition, study abroad is strongly encouraged because it provides the student with total cultural immersion. At present the College offers only a minor in Latin American Studies; yet, the hope is to expand and to be able to provide a major in the near future.

A minor in Latin American Studies consists of the following 18 hours of course work:

Spanish courses	6 hrs.
LAST 1104 Latin American Culture	3 hrs.
LAST 2000 Introduction to Latin American Studies	3 hrs.
LAST 3110 Special Topics or Spanish 3110	3 hrs.
Elective in either LAST or Spanish (3000 level or above)	3 hrs.

Course Descriptions (LAST)

LAST 1104 Introduction to Latin American Culture. (3)
A study of the art, literature, history, and anthropology of Latin America (fulfills LANG 2000 requirement).

LAST 1199 Latin American Travel Seminar. (1-9)
A travel-study seminar which provides valuable educational experience through close contact with the contemporary life and civilization of a selected Latin American country. Basic academic preparation in the history and customs of the target culture is undertaken before departure.
Prerequisites: SPAN 1101, SPAN 1102 and SPAN 2103 or permission of instructor and chair of Latin American Studies.

LAST 2000 Introduction to Latin American Studies. (3)
An interdisciplinary approach to the people, culture, development and identity of Latin America. Attention will be given to such topics as art, class, economics, gender, history, literature, music, politics, race, and religion.

LAST 3001 Survey of Latin American Literature I. (3)
A general survey of contemporary Latin American literature.

LAST 3002 Survey of Latin American Literature II. (3)
Focuses on the works of a current major Latin American writer or writers.

LAST 3110 Special Topics. (3)
A study of selected topics from a specific discipline. Since the focus of this course changes frequently, this course may be repeated for credit.

LAST 3210 Latin American Politics. (3)
This course examines the dynamics of Latin American politics. The class will be divided into three overlapping themes: political development, economic growth, and political violence.

LAST 3930 Intercultural Communications. (3)
A study of the cultural risks confronting the business manager in an international environment. This course will survey the differences in values and codes of behavior among a number of cultures with the primary focus being on Latin America. This course will give the student the opportunity to learn how to read and respond to the organizational culture of regulators, business associates, and customers across cultural borders.

SPANISH

As the Latino population increases in the United States, the ability to speak Spanish is becoming an asset if not a necessity in the market place. This need is already occurring in such diverse fields as business, education, health care, law, and social work. In order to better prepare our students to meet this growing need in their future fields, we offer a major and minor in Spanish. While not required, study abroad is strongly encouraged for both our majors and minors to improve language fluency and cultural awareness.

A major in Spanish consists of a total of 36 hours. Thirty of these hours are in Spanish courses above 1102. Required courses are as follows:

SPAN 2103 Intermediate Spanish I	3 hrs.
SPAN 2105 Intermediate Spanish II	3 hrs.
SPAN 2106 Introduction to Hispanic Literature	3 hrs.
SPAN 3000 Spanish Conversation and Composition I	3 hrs.
SPAN 3001 Spanish Conversation and Composition II	3 hrs.
SPAN 3002 Hispanic Culture and Civilization	3 hrs.
SPAN 4000 Latin American Literature	3 hrs
SPAN 4001 Peninsular Spanish Literature	3hrs.

The remaining six hours of the major consists of two Latin American Studies electives.

A minor in Spanish consists of 18 hours. Eighteen of these hours are in Spanish courses above Spanish 1102. Required courses are as follows:

SPAN 2103 Intermediate Spanish I	3 hrs.
SPAN 2105 Intermediae Spanish II	3 hrs.
SPAN 2106 Introduction to Hispanic Literature	3 hrs.
SPAN 3000 Spanish Conversation and Composition	3 hrs.
SPAN 3001 Spanish Conversation and Composition II	3 hrs.
Plus:	
SPAN Spanish Elective	3 hrs.

Course Descriptions (SPAN)

SPAN 1101 Elementary Spanish I. (3)
A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

SPAN 1102 Elementary Spanish II. (3)
A continuation of Spanish 1101.
Prerequisite: Spanish 1101

SPAN 2103 Intermediate Spanish I. (3)
A review of grammar and syntax with practice in reading selected texts.
Prerequisite: Spanish 1102 or permission of instructor

SPAN 2105 Intermediate Spanish II. (3)
A continuation of Spanish 2103.
Prerequisite: SPAN 2103 or permission of instructor

SPAN 2106 Introduction to Hispanic Literature. (3)
An introductory course designed to introduce the intermediate level language student to reading and analyzing short literary works in Spanish.
Prerequisite: SPAN 2103 or permission of the instructor

SPAN 2199 Latin American Seminar. (1-9)
A travel-study seminar which provides valuable educational experience through close contact with the contemporary life and civilization of a selected Spanish-speaking country. Basic academic preparation in the history and customs of the target culture is undertaken before departure.
Prerequisites: SPAN 1101, SPAN 1102, and SPAN 2103 or permission of instructor and chair of Latin American Studies

SPAN 3000 Spanish Conversation and Composition I. (3)
A course stressing practice in speaking and writing Spanish. Not open to students fluent in Spanish.
Prerequisite: SPAN 2105 or permission of instructor

SPAN 3001 Spanish Conversation and Composition II. (3)
A continuation of Spanish 3000. Not open to students fluent in Spanish.
Prerequisite: SPAN 3000 or permission of instructor

SPAN 3002 Hispanic Culture and Civilization. (3)
This course provides an overview of Spain's and Latin America's cultures and civilizations.
Prerequisite: SPAN 2106 or permission of instructor

SPAN 3110 Special Topics. (3)
The further development of Spanish language skills by focusing on a variety of professions or fields of study. Since the focus of this course changes frequently, this course may be repeated for credit.
Prerequisite: SPAN 2103 or permission of instructor

SPAN 4000 Latin American Literature. (3)
An advanced course designed to introduce the student to Latin America's major literary movements and writers.
Prerequisite: SPAN 2106 or permission of instructor

SPAN 4001 Peninsular Spanish Literature. (3)
An advanced course designed to introduce the students to Spain's major literary movements and writers.
Prerequisite: SPAN 2106 or permission of instructor

SPAN 4002 Latin American Women Writers. (3)
This course will introduce the student to major contemporary Latin American and Latina women writers. Writers and works to be studied will change periodically.
Prerequisite: SPAN 4000 or SPAN 4001 or permission of instructor

Modern Languages

The program in Modern Language is administered by the department of Latin American Studies. Courses are taught in Spanish, French, German and other modern languages (under the LANG label).

Minor in French

For students wishing to develop their general understanding of French and the Francophone world, and/or wish to concentrate in a particular area of French language study. The French minor consist of **18** credits (**12** additional credits beyond the intermediate level).

Required courses:		**15 credits**
FREN 2103	Intermediate French I	3 credits
FREN 2105	Intermediate French II	3 credits
FREN 3000	French conversation	3 credits
FREN 3001	Advanced Grammar and Composition	3 credits
FREN 3002	French civilization , or	
FREN 3003	French Literature (Every other year)	3 credits

The remaining **3 hours** can come from **any 3000** level French course listed below:

FREN 3004	Francophone culture and Literature	(On demand)
FREN 3110	"Special Topics": Topics will change, so students may take for repeat credit.	
FREN 3110	Business French	(On demand)
FREN 3110	Translation and Reading in French	(On demand)
FREN 3110	French Philosophers	(On demand)
Total credits:		**18 credits**

French (FREN)

FREN 1101 Beginning French I. (3)
A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

FREN 1102 Beginning French II. (3)
A continuation of French 1101.
Prerequisite: FREN 1101 or permission of instructor

FREN 2103 Intermediate French I. (3)
A continuation of French 1102 with additional readings.
Prerequisite: FREN 1102 or permission of instructor

FREN 2105 Intermediate French II. (3)
A systematic and thorough review of French grammar with emphasis on the production of speech. Not open to students fluent in French.
Prerequisite: FREN 2103 or permission of instructor

FREN 2199 Francophone Travel Seminar. (1-9)
A travel-study seminar composed of preliminary academic preparation followed by contact with the target culture through travel in the selected French-speaking country.
Prerequisite: FREN 1101, FREN 1102, and FREN 2103 or permission of instructor and chair of Latin American Studies

FREN 3000 French Conversation. (3)
The goal of this course is to help students improve their
(1) vocabulary
(2) oral comprehension: listening skills
(3) oral production: speaking skills

FREN 3001 Advanced Grammar & Composition. (3)
The objective of this course is to allow the participants to improve their composition skills in French. The course has three major components: grammar review and refinement; reading and analysis of various kinds of texts, both literary and journalistic; a variety of composition assignments involving such techniques as description, analysis, persuasion, and managing complicated chronologies. The participants can expect to improve their command of French grammar, to increase their vocabulary, and to develop appropriate strategies for writing good compositions.

FREN 3002 French civilization: Making and Identity of France. (3)
Concentrating on political and social history, rather than "high culture," this course is designed to introduce you to the great moments and great

personages who have defined France and what it is to be French across the centuries. Some high points include Roman Gaul, the Carolingian Renaissance, St. Louis and the high Gothic Period, Jeanne d'Arc and the Hundred Years' War, Renaissance and Reform, Louis XIV and Versailles, the Revolution, Napoléon, Revolution and Restoration in the 19th century, France at war in the 20th century.

FREN 3003 Introduction to French Literature. (3)
An introduction to representative writers from the Middle Ages to the Revolution. Attention will be paid to the changing social and cultural contexts in which the literature was produced; emphasis will be on enduring humanistic values.

FREN 3004 Francophone Literature and Culture. (3)
As a four skills course, this FR 3004 class seeks to improve the reading, writing, speaking and listening skills of students studying French particularly with the goal of preparing those students who wish to go on for upper division French. The four skills mentioned will be integrated into the body of the course, and will be developed simultaneously.
Prerequisite: Fr 3002 or FR 3003

FREN 3110 Special topics. (3)
Topics will change so students may take for repeat credit.

Translation & Reading in French
Translation and Reading skills. This course concentrates exclusively on the cultivation of reading and translation abilities in the French language. Classes are in English and all work is from French to English.

Business French
The trend of internationalizing business and services forces companies to cope with cultural differences inside a company and when sending executives and their families abroad. In a foreign country there are more than language barriers to overcome. Methods which work at home can lead to failure abroad. Likewise, the most competent manager can damage an operation if not properly prepared for his or her stay in the host country. This course is designed to help you cross cultural boundaries, whether you are planning on living abroad as a student, an intern, or an employee. It is not meant to be a technical business course, but rather a course that will help you understand what culture shock is, and how you can prepare yourself for it.

French Philosophers An introduction to French Philosophers and the different philosophical currents that have shaped French thought and the world at large.

German (GERM)

GERM 1101 Beginning German I. (3)
A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

GERM 1102 Beginning German II. (3)
A continuation of German 3101.
Prerequisite: GERM 1101 or permission of instructor

GERM 2103 Intermediate German I. (3)
Continuation of the development of proficiency in listening and speaking, while expanding the reading and writing skills using materials of a literary or cultural nature, grammar review included.
Prerequisite: German 1102

GERM 2104 Intermediate German II. (3)
A continuation of German 2103.
Prerequisite: German 2103

Other Languages and Culture (LANG)*

LANG 1101 Beginning Language I. (3) Fall 2005
A course of Japanese for beginners with intensive practice in oral communications, pronunciation, essentials of grammar, and where possible, reading of simple prose.

LANG 1102 Beginning Language II. (3) Spring 2005
A continuation of Language 1101.
Prerequisite: LANG 1101 or equivalent

LANG 1103 Beginning Language III. (3)
A continuation of Language 1102
Prerequisite: LANG 1102 or equivalent

LANG 1199 Language Travel Seminar (1-9)
A travel-study seminar which provides further preparation in the target language and culture through travel in a country which speaks the language. Academic work is determined by the course instructor.
Prerequisites: LANG 1101, LANG 1102, and LANG 1103 or consent of instructor and chair of Latin American Studies.

LANG 2000 Culture and Civilization of a Selected Country. (3)
A survey of the civilization and culture of one of the major societies of the world. The course examines the culture's social and political

development, its customs and traditions, and its contributions to the global community in terms of art, music and literature. (LAST 1104 can fill this requirement.)

LANG 2104 Intermediate Language. (3)
An intensive review of the language grammar with emphasis on the production of speech. Not open to students fluent in the language.
***Note**: These courses are available so that a language other than French, German, or Spanish may be available from time-to-time.

Mathmatics

Introduction

The Mathematics curriculum at LaGrange College provides a solid undergraduate mathematics foundation. Along with the broad-based general education curriculum, the Mathematics department seeks to prepare mathematics majors for careers in industry or teaching, or for graduate study in mathematics.

Objectives

To be accepted as a major in the Mathematics Department, a student must have completed Mathematics 2221, have an overall GPA of 2.25 or better, and a GPA of 2.5 or better in all mathematics courses numbered 2221 or higher. Students can pursue the Bachelor of Arts degree with a major in mathematics or a Bachelor of Science degree with a major in mathematics. Students who pursue the Bachelor of Arts degree have more options in selecting their courses. This is the liberal studies degree in mathematics. Students who complete the Bachelor of Arts degree usually seek careers in areas such as banking, general business, and secondary education. A more in-depth degree is earned by students in the Bachelor of Science program. Students who complete the Bachelor of Science degree usually enter graduate schools or pursue industrial positions.

The Bachelor of Arts Degree

This degree requires a minimum of 42 semester hours in mathematics courses, as follows:

MATH 2221	Analytic Geometry and Calculus I	(4)
MATH 2222	Analytic Geometry and Calculus II	(4)
MATH 2223	Analytic Geometry and Calculus III	(4)
MATH 2224	Differential Equations	(3)
MATH 3306	College Geometry	(3)
MATH 3316	Probability Theory	(3)
MATH 3335	Linear Algebra	(3)
MATH 3380	Discrete Mathematics	(3)*
OR MATH 3382	Combinatorial Design Theory	(3)*
MATH 4333	Modern Algebra I	(3)**
OR MATH 4343	Analysis I	(3)**
MATH 4350	Problem Solving	(3)

** One of these courses must be taken. The other may be used to satisfy one of the additional courses, listed below.*

*** One of these courses must be taken. The other may be used to satisfy one of the additional courses, listed below.*

plus 3 additional courses, selected from

MATH 2261	Calculus Applications	(3)
MATH 3305	Number Theory	(3)
MATH 3317	Mathematical Statistics	(3)
MATH 3340	History of Mathematics	(3)
MATH 3342	Complex Variables	(3)
MATH 3380	Discrete Mathematics	(3)
MATH 3382	Combinatorial Design Theory	(3)
MATH 4333	Modern Algebra I	(3)
MATH 4334	Modern Algebra II	(3)
MATH 4343	Analysis I	(3)
MATH 4344	Analysis II	(3)
MATH 4410	Numerical Analysis	(3)
OR CSCI 4100	Numerical Analysis	(3)
MATH 4495	Independent Study	(3)
MATH 4496	Independent Study	(3)
MATH 4499	Special Topics in Mathematics	(3)

A programming course in Computer Science is required, as approved by advisor.

Bachelor of Science Degree

This degree requires a minimum of 48 semester hours in mathematics courses, as follows:

MATH 2221	Analytic Geometry and Calculus I	(4)
MATH 2222	Analytic Geometry and Calculus II	(4)
MATH 2223	Analytic Geometry and Calculus III	(4)
MATH 2224	Differential Equations	(3)
MATH 3316	Probability Theory	(3)
MATH 3317	Mathematical Statistics	(3)
MATH 3335	Linear Algebra	(3)
MATH 3342	Complex Variables	(3)
MATH 3380	Discrete Mathematics	(3)*
OR MATH 3382	Combinatorial Design Theory	(3)*
MATH 4333	Modern Algebra I	(3)
MATH 4343	Analysis I	(3)
MATH 4350	Problem Solving	(3)

**One of these courses must be taken. The other may be used to satisfy one of the additional courses, listed below.*

plus 3 additional courses, selected from :

MATH 2261	Calculus Applications	(3)
MATH 3305	Number Theory	(3)
MATH 3306	College Geometry	(3)
MATH 3340	History of Mathematics	(3)
MATH 4334	Modern Algebra II	(3)
MATH 4344	Analysis II	(3)
MATH 4410	Numerical Analysis	(3)
OR CSCI 4100	Numerical Analysis	(3)
MATH 4495	Independent Study	(3)
MATH 4496	Independent Study	(3)
MATH 4499	Special Topics in Mathematics	(3)

A programming course in Computer Science is required, as approved by advisor. Physics 1121 and 1122 are recommended.

ASSESSMENT

Assessment of the objectives of the mathematics program is based on the following:

- Mathematics majors will complete each major course with a grade of C or better.
- Students who have earned a grade of A or B in MATH 4350 taking one of the following exams:
  1. Praxis II
  2. GRE Subject Test in Mathematics
  3. an Actuarial Science Examination administered by either the Society of Actuaries (SOA) or the Casualty Actuarial Society (CAS)
- Will earn a satisfactory score on the exam in no more than two attempts, provided that the exams are taken within six months of completing MATH 4350.

A survey will be sent to recent graduates of the program during the fall term of each year. The results of these surveys will be considered and may result in changes to improve the program.

Minor

A minor in mathematics consists of the following courses: MATH 2221, plus five additional courses selected from MATH 2222, 2223, 2224, 2261, 3305, 3306, 3316, 3317, 3335, 3342, 3380, 3382, 4333, 4334, 4343, 4344, 4350, 4410, 4495, 4496, and 4499. At least two of the six courses must be at the 3000 or 4000 level.

Course Descriptions (MATH)

MATH 0100 Basic Mathematics. (3) Fall, Spring
An overview of basic skills in mathematics, including ratio and proportion, percent, use of fractions and decimals, systems of measurement and linear equations.

MATH 1101 College Algebra. (3) Fall, Spring
A study of sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first- and second-degree equations, and systems of equations.
Prerequisite: MATH 0100 or satisfactory score on mathematics placement test.

MATH 1114 Introduction to Statistics. (3) Fall, Spring
An introduction to probability and statistics. Topics include descriptive statistics, probability, the Normal probability distribution, and hypothesis testing.
Prerequisite: MATH 1101 or 2105 or 2221.

MATH 1117 Quantitative Methods. (3) Spring
A study of finite mathematical models with an emphasis on the quantitative skills required to solve applications related to business.
Prerequisite: MATH 1101 or 2105 or 2221.

MATH 1121 A Survey of Calculus. (3) Spring
An intuitive introduction, using technology, to the concepts and applications of calculus. Topics include functions and graphing, tangents to a curve, differentiation and integration, maxima, minima, and area under a curve.
Prerequisite: MATH 1101 or 2105 or satisfactory score on mathematics placement test.
Note: Not open to students who have credit for MATH 2221.

MATH 2105 Precalculus. (4) Fall, Spring
A study of calculus-oriented algebra and trigonometry. Topics include simplifying algebraic expressions, solving equations, exponential and logarithmic functions, applications of functions, graphs, and the trigonometric functions.
Prerequisite: MATH 1101 or satisfactory score on mathematics placement test.

MATH 2221 Analytic Geometry and Calculus I. (4) Fall, Spring
An introduction to differential and integral calculus. Topics include limits, differentiation and applications, integration and applications, and exponential and logarithmic functions.
Prerequisite: MATH 2105 or 1121 (and permission of instructor) or satisfactory score on mathematics placement test.

MATH 2222 Analytic Geometry and Calculus II. (4) Fall, Spring
A continuation of Math 2221. Topics include the calculus of the trigonometric and inverse trigonometric functions, improper integrals, indeterminate forms, the conic sections, and techniques of integration.
Prerequisite: MATH 2221.

MATH 2223 Analytic Geometry and Calculus III. (4) Fall, Spring.
A continuation of the study of the calculus. Topics include sequences and series, parametric equations, polar coordinates, functions of two or more variables, partial derivatives, multiple integrals, and vector analysis.
Prerequisite: MATH 2222.

MATH 2224 Differential Equations. (3) Spring.
A study of first and second order differential equations with applications, numerical methods, and solution in series.
Prerequisite or Co-requisite: MATH 2223.

MATH 2261 Calculus Applications. (3) On demand
A study of applications which can be solved using calculus. The course will utilize technology, in the form of graphing calculators, a software package (such as Mathematica or Maple), or both.
Prerequisite: MATH 2222.

MATH 3001 Mathematical Applications for Teachers. (3) Fall, even years
A study of topics in graph theory, linear programming, scatterplots, least squares regression, topics in coding theory, exponential growth and decay, number patterns, symmetry and tilings.
Prerequisite: MATH 1101 or higher.
Note: Open only to Elementary and Middle Grades Education Majors.

MATH 3002 Geometry for Teachers. (3) Spring, even years
A study of conditional statements, angles, congruent figures, parallel lines, similar figures, transformations, trigonometric ratios, and two- and three-dimensional figures.
Prerequisite: MATH 1101 or higher.
Note: Open only to Middle Grades Education Majors.

MATH 3003 History of Mathematics for Teachers. (3) Spring, even years
An historical development of mathematical concepts.
Prerequisite: MATH 1101 or higher.
Note: Open only to Elementary and Middle Grades Education Majors.

MATH 3004 Probability and Statistics for Teachers. (3) Spring, odd years
A study of basic probability and statistics and its applications with an emphasis on the skills required to organize and analyze data as it relates to the education field.
Prerequisite: MATH 1101 or higher.
Note: Open only to Elementary and Middle Grades Education Majors.

Math 3005 Problem Solving for Teachers. (3) Fall, odd years
A study of topics in mathematics designed for future elementary and middle school teachers who are not getting a concentration in mathematics. Topics will include problem solving, number systems and the relationships between these systems, understanding multiplication and division, including why standard computational algorithms work, properties of arithmetic, and applications of elementary mathematics.
Prerequisite: MATH 1101 or higher.
Note: Open only to Elementary and Middle Grades Education Majors.

Math 3006 A Survey of Mathematics for Teachers. (3) Interim Term 2006
A study of problem solving techniques selected from the spectrum of mathematical knowledge required of middle grades teachers.
Prerequisite: MATH 1101 or higher.
Note: Open only to Elementary and Middle Grades Education Majors.

MATH 3305 Number Theory. (3) On demand
An introduction to number theory.
Prerequisite: MATH 2221.

MATH 3306 College Geometry. (3) Spring, odd years
A study of the concepts of plane Euclidean geometry, with an introduction to coordinate geometry and non-Euclidean geometries.
Prerequisite: MATH 2221.

MATH 3316 Probability Theory. (3) Spring
An introduction to probability. Topics include random variables, discrete and continuous distributions, the Poisson process, expectation and conditional expectation, and problem solving.
Prerequisite: MATH 2222.

MATH 3317 Mathematical Statistics. (3) Fall
An introduction to the mathematical theory of statistics. Topics include estimation and maximum likelihood estimates, sampling distributions, confidence intervals, and hypothesis testing.
Prerequisite: MATH 3316.

MATH 3335 Linear Algebra. (3) Fall, 2005
An introduction to linear algebra and matrix theory.
Prerequisite: MATH 1121 or 2221.

MATH 3340 History of Mathematics. (3) Spring even years
An historical development of mathematical concepts.
Prerequisite: MATH 2221 or permission of instructor.

MATH 3342 Complex Variables. (3) Spring, even years
An introduction to complex variables.
Prerequisite: MATH 2222.

MATH 3380 Discrete Mathematics. (3) Fall, even years
An introduction to discrete mathematics. Topics include set theory, combinatorics, recurrence relations, linear programming, and graph theory.
Prerequisite: MATH 2221.

MATH 3382 Combinatorial Design Theory. (3) Spring, 2006
A study of techniques used for constructing combinatorial designs. Basic designs include triple systems, Latin squares, and affine and projective planes.
Prerequisite: MATH 2221.

MATH 4333 Modern Algebra I. (3) Fall, odd years
An introduction to modern abstract algebra.
Prerequisite: MATH 2222.

MATH 4334 Modern Algebra II. (3) On demand
A continuation of Modern Algebra I.
Prerequisite: MATH 4333.

MATH 4343 Analysis I. (3) Fall, even years
An introduction to Analysis.
Prerequisite: MATH 2223.

MATH 4344 Analysis II. (3) On demand
A continuation of Analysis I.
Prerequisite: MATH 4343.

MATH 4350 Problem Solving. (3) Fall
A study of problem solving techniques selected from the spectrum of Mathematics course work required to complete a mathematics major at LaGrange College. Topics come from a variety of areas, including algebra, trigonometry, geometry, calculus, discrete mathematics, probability and statistics, and mathematical reasoning and modeling.
Prerequisite: Senior standing and permission of instructor.

MATH 4410 Numerical Methods. (3) On demand
An introduction to numerical analysis with computer solutions. Topics include Taylor series, finite difference, calculus, roots of equations, solutions of linear systems of equations, and least-squares.
Prerequisite: MATH 2222 and CSCI 1990.

MATH 4495 Independent Study in Mathematics I. (Variable) On demand
This course allows students to pursue a special problem or topic beyond those encountered in any formal course.
Prerequisites: Minimum prerequisites are outlined in the *LaGrange CollegeBulletin*. Additional prerequisites will be determined by the instructor, based on the material to be studied.

MATH 4496 Independent Study in Mathematics II. (Variable) On demand
This course allows students to pursue a second special problem or topic beyond those encountered in any formal course.
Prerequisites: Minimum prerequisites are outlined in the *LaGrange CollegeBulletin*. Additional prerequisites will be determined by the instructor, based on the material to be studied.

MATH 4499 Special Topics in Mathematics. (Variable) On demand
A course offered at the junior/senior level focusing on a specialized topic from the field of mathematics. A prerequisite may be required.

MUSIC

Introduction

The Department of Music is committed to developing skilled and technologically astute musicians within a challenging learning environment that encourages creativity, scholarship, and musical excellence. We offer the Bachelor of Arts and the Bachelor of Music, as well as a minor in Music. The B.A. in Music provides a broad study of music while allowing ample time for extensive coursework in a related minor. The B.M., a professional music degree, demands more courses within the music department and is offered in three areas of study: Creative Music Technologies, Performance (Voice, Piano, Organ, Guitar, Percussion), and Church Music.

Objectives

- To equip music majors with the necessary musical knowledge and skills required to obtain successful careers in music.
- To equip music majors with the necessary musical knowledge and skills required for admission into graduate study in music.
- To provide classes, ensembles, and private music instruction for non-music majors.
- To provide culturally enriching experiences for the college and community to heighten aesthetic awareness and appreciation of the musical arts.

Facilities and Resources

The Department of Music is located on the Callaway Campus and is housed in the Callaway Educational Building. Our facilities include the Callaway Concert Hall, music faculty studios/offices, Callaway Recital Hall, instructional and rehearsal space, student practice rooms, theory lab, keyboard lab, composition lab, edit/mix suite, video editing suite, and two recording studios. Most laboratories are 24/7 facilities and enjoy a great deal of student use and creative productivity.

General Information for Music Majors

Acceptance into the Department of Music is granted by a music faculty committee to those students who have submitted an application and completed an audition/interview. Please inquire about audition dates, usually held in early spring. Incoming students who have not auditioned or interviewed before the committee prior to the beginning of the fall

semester should contact the Chair of the Department before enrolling in music courses. Admission of all new music students to the Department of Music, freshmen and transfers, is provisional in nature and will be evaluated at the end of the first year of study (see *Entry Requirements for Music Majors* below).

The Bachelor of Music degree is designed for students who are preparing for professional careers in music and/or graduate study in music. The curricula leading to this degree are based on a philosophy that recognizes the need for rigorous study in all aspects of music. Each program of study requires a heavy concentration of music courses/experiences, and many courses are sequential. Therefore, potential music majors are strongly encouraged to begin taking music courses in their freshman year. The Chair of the Department of Music can provide you with advisement and a four-year suggested course guideline.

The music faculty provides incoming students with a Music Majors Handbook containing departmental policies and further details about requirements for music majors.

Music Scholarships

Talent-based scholarships are available for incoming freshmen as well as transfer students. Audition dates for scholarships are held annually in the spring. Applicants to the Creative Music Technologies degree track must present two or three original compositions and/or arrangements on manuscript or any recorded format. Applicants to all other degrees should be prepared to present two selections of contrasting styles.

Ensembles

The LaGrange College Singers is a select group of singers chosen by audition. This ensemble represents the College and Department of Music in public performances throughout the academic year, both locally and abroad.

Both the jazz and guitar ensembles are open to talented students by audition only. Those interested may audition at the beginning of each semester.

Music Minor

To obtain a minor in Music, students must complete the following courses:

MUSI 1101 and 1102	Theory 1-2	4 hours
MUSI 1113 and 1114	Ear Training 1-2	4 hours
MUSI 1110 and 1111	Literature & Language of Music 1-2	2 hours
MUSI 1103	Piano 1	1 hour
MUSI 3301 (*or* MUSI 3302)	Music History 1 (*or* 2)	3 hours
Music Electives		3 hours
	Total:	**17 hours**

Entry Requirements for Music Majors

In addition to fulfilling the general requirements for admission to LaGrange College, students desiring to major in music must complete the following:

- Audition/interview before the music faculty prior to enrolling in music courses.
- Take the Music Theory Placement Exam. The results of this exam will be used to determine the appropriate level of music theory instruction.
- Take the Piano Placement Exam. The results of this exam will be used to determine the appropriate level of piano instruction.
- At the end of the first year of study, a music faculty committee will evaluate each student's progress in the department and determine whether or not to accept the student into full standing as a music major.

Exit Requirements for Music Majors

- Students must earn a grade of "C" or better in all music courses.
- All music majors must take the Theory Competency Exam upon completion of MUSI 2202 and MUSI 2214 and must receive a minimum score of 80% in each section. A detailed description of this exam is included in the Music Majors Handbook.
- All music majors must take the Piano Proficiency Exam demonstrating keyboard skill, receiving a "Pass" on each of the exam's criteria. Further details about this exam are included in the Music Majors Handbook.

- All music majors must present either a capstone presentation or a public recital featuring their talent (according to the degree requirements). Recital requirements vary between the different programs of study. Consult the Music Majors Handbook for specific guidelines.
- All music majors must attend at least 80% of departmentally sponsored concerts and events each semester of study.

Music Core

The following courses are common to all Music Majors and are referred to as the Music Core. A student testing out of Piano Class 1-3, or those whose primary applied instrument is piano or organ must take an additional 3 hours of music electives to substitute for these classes. Theory 1 and Ear Training 1 fulfills the Fine Arts elective requirement and is counted as part of the Common Core Program above.

MUSI 1110 & 1111	Literature & Language of Music	2 hours
MUSI 1101, 1102, 2201, 2202	Music Theory 1-4	8 hours
MUSI 1113, 1114, 2213, 2214	Ear Training 1–4	8 hours
MUSI 1103, 1104, 2203	Piano Class 1–3	3 hours
MUSI 3310, 3302	Music History 1 & 2	6 hours
	Total:	**27 hours**

Bachelor of Arts in Music

This program of study provides the student with a broad, liberal arts based music education. The major consists of course work in four areas of study: 1) academic, 2) performance, 3) music electives, and 4) capstone presentation. The academic areas include music theory and music history. The performance component is comprised of Piano Class (1-3) and applied lessons or ensemble. The music electives consist of MUSI courses and may not be counted in the academic or performance areas. MUSI 4486 Special Topics may be taken multiple times for credit. The capstone presentation should be a senior-level investigation of a topic approved by the music faculty and may take the following forms: a) recital, a 30-minute public performance; b) lecture-recital, the student presents a combination lecture and recital totaling 20-30 minutes; or c) lecture, a 20-30 minute presentation of research on some music topic appropriate to the student's interests and abilities. The successful capstone project should bring together each facet of the student's music education, and thus should be completed in the student's final semester. The student is encouraged to choose a complementary

minor area of study, including (but not limited to) English, Philosophy, History, or Theater. The student must adhere to all entrance/exit requirements common to all Music Majors.

In addition to the other degree requirements, students complete the following Music courses:

Music Core	27 hours
MUSI 1105, 1106 (or 1107, 1108)	
Applied Lessons ***or*** Ensemble	6 hours
MUSI 4488 Capstone Presentation	1 hour
Music Electives	12 hours

Bachelor of Music in Creative Music Technologies

This program of study prepares the student for an entry-level position in the music industry or continued study at the graduate level. Students of this program typically come from backgrounds that include performance, song writing, composition, electronic and/or computer music. The course work prepares students for a wide variety of activities, such as film/video scoring, multimedia, electro-acoustic concert and studio applications, music printing, digital audio and video editing, 5.1 audio editing and mixing, and MIDI applications of every sort.

Internships allow students to tailor their academic work to their specific career goals and gain valuable experience with industry professionals. Internships may be repeated for credit.

In addition to the other degree requirements, students complete the following Music courses:

Music Core		**27 hours**
MUSI 1105, 1106	Applied Instrument	3 hours
MUSI 1211, 2210, 2211, 3210, 3211, 4210	Composition 1-6	6 hours
MUSI 1107, 1108	Ensemble	2 hours
MUSI 2310	Orchestration	2 hours
MUSI 2390	Audio Engineering	3 hours
MUSI 3369	Music Technology	5 hours
MUSI 3352	Jazz Theory & Popular Practice	2 hours
MUSI 3384	Junior Recital	1 hour

MUSI 3366	Basics of Conducting	3 hours
MUSI 4470	Internship	1 hour
MUSI 4484	Senior Recital	1 hour
Music Electives		4 hours

Bachelor of Music in Performance (Voice, Piano, Organ, Guitar, Percussion)

This program of study is designed for students seeking careers as professional classical performers and/or studio teachers. Students admitted to this program of study must possess exceptional talent in their principal applied area, and instrumental and keyboard majors must demonstrate previous training. The curriculum couples rigorous scholarship with numerous performance opportunities, thus adequately preparing students for graduate study in performance.

In addition to the other degree requirements, students complete the following Music courses:

Vocal Majors Track:

Music Core		**27 hours**
MUSI 1105, 1106	Applied Voice	8 hours
MUSI 1107, 1108	Choir	8 hours
MUSI 2239	Diction for Singers (may be repeated for credit)	4 hours
MUSI 3384	Junior Recital	1 hour
MUSI 3366	Basics of Conducting	3 hours
MUSI 4484	Senior Recital	1 hour
MUSI 4480	Opera Workshop	3 hours
Foreign Language (Non-Music Required)		6 hours

Instrumental Majors Track:

Music Core		**27 hours**
MUSI 1105, 1106	Applied Instrument	8 hours
MUSI 1107, 1108	Ensemble	8 hours
MUSI 3366	Basics of Conducting	3 hours
MUSI 3352	Jazz Theory & Popular Practice	2 hours
MUSI 3384	Junior Recital	1 hour
MUSI 4484	Senior Recital	1 hour
Music Electives		6 hours

Bachelor of Music in Church Music

Through a broad interdenominational curriculum, the degree in Church Music prepares future leaders for music ministry in the church. The course of study affirms both the rich heritage of the sacred musical tradition and contemporary worship styles practiced in many churches today. This degree is also appropriate for those students pursuing graduate study in church music at the seminary/graduate school level.

The required internships provide an opportunity for students to practice their craft in a real-world environment. Students are expected to provide their own transportation to and from the internship site. Because the internship experience offers valuable interaction with professionals and spiritual mentoring, students are encouraged to enroll for as many internship credit hours as their schedule permits. Internship may be repeated for credit.

In addition to the other degree requirements, students complete the following Music courses:

Music Core		**27 hours**
MUSI 1105, 1106	Applied Instrument	8 hours
MUSI 1107, 1108	Ensemble	8 hours
MUSI 3331	Christian Hymnody	3 hours
MUSI 3366	Basics of Conducting	3 hours
MUSI 4470	Internship	1 hour
MUSI 4484	Senior Recital	1 hour
Music Electives		9 hours

Course Descriptions (MUSI)

MUSI 1100 Music Fundamentals. (3)* Fall and Spring
Provides an introduction to elementary music theory, including scales, key signatures, staff notation, clefs, rhythm, meter, intervals, and general music terminology.

MUSI 1101 Theory 1. (2)* Fall
This course is designed to provide the student with the basics of music theory, including: scales, key signatures, intervals, triads, beginning voice leading, harmony, figured bass, basic reductive and hierarchic graphing techniques. Some lab time will be devoted to internet music resources and notation using FINALE. Other topics will include basic MAC computer skills especially as they pertain to music theory and CAI in music theory. Must be taken with MUSI 1113.
Prerequisite: MUSI 1100 or passing score on Theory Placement Exam.

MUSI 1102 Theory 2. (2) Spring
Continuation of MUSI 1101. This course is designed to provide the student experience with intermediate-level music theory topics, including: phrase structure, non-chord tones, voice leading, harmony, figured bass, basic reductive and hierarchic graphing techniques. Some lab time will be devoted to internet music resources and notation using FINALE. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory. Must be taken with MUSI 1114.
Prerequisite: MUSI 1101.

MUSI 1103 Piano 1. (1) Spring
Beginning instruction in piano for music majors with no previous keyboard training. Development of basic reading skills.

MUSI 1104 Piano 2. (1) Fall
Continuation of Piano 1 with additional emphasis on sight-reading.
Prerequisite: MUSI 1103 or permission of Chair.

MUSI 1105-1106 Applied Lessons. (1-2) Fall, Spring
Individual instruction in the student's choice of instrument or voice to develop technical proficiency, repertoire knowledge, and performance skills. May be repeated for credit.
Prerequisite: Audition and authorization by the Chair.
Section A – Voice
Section B – Piano (Classical and Jazz)
Section C – Organ
Section D – Guitar (Classical, Jazz and Bass)
Section E – Percussion
Section F – Trumpet
Section G – Composition
Section H – Cello

MUSI 1107-1108Ensemble (1) Fall, Spring
Performance organization(s) providing ensemble experience. May be repeated for credit.
Prerequisite: Audition.
Section A – Concert Choir
Section B – Jazz Ensemble
Section C – Guitar Ensemble

MUSI 1109 Beginning Classical Guitar. (1) Fall, Spring
Basic techniques of Classical guitar taught in a classroom setting, intended for non-music majors. The course includes fundamentals of reading music and understanding elementary music theory. In addition, students will study examples of simple folk music and music for worship. A selection of the most useful guitar chords, suitable for beginners, and basic accompaniment patterns will be taught to allow the students to accompany their singing. Students will need to own an acoustic guitar and plan for daily practice time.

MUSI 1110 Literature and Language of Music 1. (1) Fall
This course will acquaint students with the appropriate language needed for a precise discussion of music and the literature that corresponds to musical evolution since notation developed. Students will learn to distinguish between related genres, i.e., opera and oratorio, *concerti* and *concerto grossi*. Moreover, they will learn to recognize musical styles and be able to place music in the most likely historical period based on stylistic observations. Although not a survey course, it will incorporate musical historical perspectives and highlight those important composers who have changed the direction of music or perfected a certain style. The course will also have a strong listening component, thereby encouraging more discriminate listening.

MUSI 1111 Literature and Language of Music 2. (1) Spring
Continuation of MU 1110, this course will place a great emphasis on listening to and talking about different musical styles and prominent composers who exemplify those styles. Score study will be an important component.

MUSI 1112 Music Survey. (3)* Fall, Spring
A broad survey of music aimed at developing aesthetic awareness and critical analysis of music from diverse styles and genres.

MUSI 1113 Ear Training 1. (2)* Fall
This course is designed to provide the student with basic sight singing and listening skills. Some lab time will be devoted to internet music resources and notation using FINALE. Other topics will include basic MAC computer skills especially as they pertain to music theory and CAI in music theory and ear training. Must be taken with MUSI 1101
Prerequisite: MUSI 1100 or passing score on Theory Placement Exam.

MUSI 1114 Ear Training 2. (2) Spring
Continuation of MUSI 1114. Must be taken with MUSI 1102.
Prerequisite: MUSI 1101 and MUSI 1113.

MUSI 1211 Composition 1. (1) Spring
Score preparation, performance, and recording of works created by the student. This is a seminar class; therefore, peer evaluation and commentary is part of the classroom experience. At least one work must be offered in the recital given by the composition class at the end of the term.
Prerequisite: MUSI 1102 and MUSI 1113.

MUSI 2201 Theory 3. (2) Fall
Continuation of MUSI 1102. This course is designed to provide the student with more advanced knowledge of music theory, including: basic reductive and hierarchic graphing techniques, chromatic harmony, modulations, form (binary, ternary, and variations), advanced voice leading, and advanced part writing. Some lab time will be devoted to internet music resources and notation using FINALE. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory. Must be taken with MUSI 2213.
Prerequisite: MUSI 1102 and MUSI 1114.

MUSI 2202 Theory 4. (2) Spring
Continuation of MUSI 2201. This course is designed to provide the student with more advanced knowledge of music theory, including: reductive and hierarchic graphing techniques, advanced chromatic harmony, modulations, sonata and rondo form, advanced voice leading, advanced part writing, and introductory 20th century compositional techniques. Some lab time will be devoted to internet music resources and notation using FINALE. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory. Must be taken with MUSI 2214.
Prerequisite: MUSI 2201 and 2213.

MUSI 2203 Piano Class 3. (1) Spring
Continuation of MUSI 1104 with emphasis on transposition and chord accompaniment. Upon completion of this course, the student should be prepared for the Piano Proficiency Exam. May be repeated for credit.
Prerequisite: MUSI 1104.

MUSI 2210 Composition 2. (1) Fall
Score preparation, performance, and recording of works created by the student. This is a seminar class, therefore, peer evaluation and commentary is part of the classroom experience. At least one work must be offered in the recital given by the composition class at the end of the term.
Prerequisite: MUSI 1211.

MUSI 2211 Composition 3. (1) Spring
Score preparation, performance, and recording of works created by the student. This is a seminar class, therefore, peer evaluation and commentary is part of the classroom experience. At least one work must be offered in the recital given by the composition class at the end of the term.
Prerequisite: MUSI 2210.

MUSI 2213 Ear Training 3. (2) Fall
Continuation of MUSI 1114. This course is designed to provide the student with a more advanced knowledge sight singing and listening skills. Some lab time will be devoted to internet music resources and notation using FINALE. Other topics will include basic MAC computer skills, especially as they pertain to music theory and CAI in music theory and ear training. Must be taken with MUSI 2201.
Prerequisite: MUSI 1102 and MUSI 1114.

MUSI 2214 Ear Training 4. (2) Spring
Continuation of MUSI 2213. Must be taken with MUSI 2202.
Prerequisite: MUSI 2201 and MUSI 2213.

MUSI 2239 Diction for Singers. (1) Fall and Spring
Trains students in the use of the International Phonetic Alphabet to pronounce foreign language art songs. Practice in transcribing English, Italian, French, and German art songs and applying the rules of correct pronunciation. May be repeated for credit.

MUSI 2310 Orchestration. (2) Fall
Techniques of scoring for string, brass, woodwind, percussion instruments and MIDI instruments.
Prerequisite: MUSI 1102 and MUSI 1114.

MUSI 2390 Audio Engineering. (3) Spring
Classroom instruction in digital and analog audio engineering. Recording console operation, microphone placement and usage, mixing, tape based and hard disc recording, mastering, CD burning and troubleshooting.

MUSI 3301 Music History 1. (3) Fall
The study of the western classical tradition, from earliest antiquity through Bach. Emphasis on musical analysis and criticism.
Prerequisite: MUSI 2202.

MUSI 3302 Music History 2. (3) Spring
Music of the Classical, Romantic, and Modern eras, including the music of African Americans. Course will emphasize historical analysis and criticism, aural identification, and research.
Prerequisite: MUSI 2202.

MUSI 3210 Composition 4. (1) Fall
Score preparation, performance, and recording of works created by the student. This is a seminar class, therefore, peer evaluation and commentary is part of the classroom experience. At least one work must be offered in the recital given by the composition class at the end of the term.
Prerequisite: MUSI 2211.

MUSI 3211 Composition 4. (1) Fall
Score preparation, performance, and recording of works created by the student. This is a seminar class, therefore, peer evaluation and commentary is part of the classroom experience. At least one work must be offered in the recital given by the composition class at the end of the term.
Prerequisite: MUSI 3210.

MUSI 3331 Christian Hymnody. (3)* January Term
A survey of Christian hymnody in the English-speaking world from its roots in the early Christian Church to present day practices in worship. The study of selected hymns and hymn writers associated with a number of different Christian traditions will be included.

MUSI 3352 Jazz Theory and Popular Practice. (2) Fall
Theoretical foundations of the Jazz tradition, and consideration of related contemporary style; blues, fusion, rock, gospel, and current popular idioms. Aural skills emphasized, with keyboard harmony studies oriented to realizing technical comprehension of the material.
Prerequisite: MUSI 2202.

MUSI 3366 Basics of Conducting. (3) Fall
Conducting techniques, score reading, rehearsal techniques for choral and/or instrumental ensembles.
Prerequisite: MUSI 2202.

MUSI 3369 Music Technology. (5) Fall
Basic studio techniques, music sequencing, music printing, synthesizers, studio operation.
Prerequisite: MUSI 2390 Audio Engineering.

MUSI 3384 Junior Recital. (1) Fall and Spring
A 30-minute public performance of the student's creative work and/or talent presented during the junior year.
Prerequisite: Successful completion of the Pre-Recital Hearing.

MUSI 4210 Composition 6. (1) Fall
Continuation of MUSI 3211. A projects course.
Prerequisite: MUSI 3211.

MUSI 4413 Business of Music Industry. (3)
The study of basic issues pertaining to the music industry: music copyrights, music synchronization, musical mechanical licensing, standard music contracts, royalties, artists' advances and contracts, buyouts. Introduction to the major licensing organizations, i.e., ASCAP, BMI, SESAC, and the National Academy of Recording Arts & Sciences, the professional society of musicians.

MUSI 4460 Production Project. (3) January Term
A special projects course with hands-on participation and teamwork required. Each project is unique; specific content will be publicized in the semester preceding the course offering.

MUSI 4470 Internship. (1) Fall, January, Spring
A supervised, practical "real world" experience in a professional off-campus environment. May be repeated for credit.

MUSI 4480 Opera Workshop. (3) Fall, January, or Spring Term
Staged and directed performances of complete compositions and/or excerpts from operatic literature of several styles and periods.
Prerequisite: Audition.

MUSI 4484 Senior Recital. (1) Fall, Spring
A one-hour public performance of the student's creative work and/or talent presented during the senior year.
Prerequisite: Successful completion of the Pre-Recital Hearing.

MUSI 4486 Special Topics. (3) Fall or Spring, alternate years
Class instruction for musical topics of a highly specialized nature. The content of this course will change based upon the expertise of the instructor and the needs of the students.

MUSI 4488 Capstone Presentation. (1)
The capstone presentation is a senior level investigation of some music-faculty approved topic and may take the following forms: 1) recital, a 30-minute public performance; 2) lecture-recital, where the student presents a combination lecture and recital totaling at least 20-30 minutes; or 3) lecture, a 20-30 minute presentation of research on some music topic appropriate to the student's interests and abilities.

* Denotes courses in Music that may satisfy Fine Arts requirement in Core Curriculum.

Nursing

Introduction

The Bachelor of Science in Nursing (BSN) curriculum consists of two plans of study. The basic program prepares graduates for entry into professional nursing practice and confers eligibility for initial licensure as a registered professional nurse (RN). A degree-completion option is designed for licensed RNs who wish to earn the BSN degree.

The curriculum provides professional nursing education within a heritage of Christian faith and liberal arts learning. The nursing major, grounded in an ethic of caring, encourages independent thought, appreciation for the discovery of excellence, and commitment to supporting the health of individuals and society. BSN studies establish a sound foundation for professional nursing practice, graduate study, and continuing progress toward personal and professional goals. Faculty and students serve as resources for the College and community in nursing education, service, and research. Opportunities for collaborative study with students of other majors and clinical experience with varied health care providers emphasize the interdisciplinary nature of nursing practice. As professional nurses, graduates will be able to assist individuals, groups, and communities in meeting health care goals.

The BSN program is approved by the Georgia Board of Nursing and is accredited by the National League for Nursing Accrediting Commission.

Objectives

Graduates of the Bachelor of Science in Nursing program will be able to:

- Practice nursing from a knowledge and research base utilizing skills of critical thinking, and communication, with the ability to expand knowledge and skills through lifelong learning.
- Engage in nursing practice based in a value system consistent with professional standards of nursing and the philosophy of the nursing program, characterized by caring and valuing of self and others.
- Participate in transitions of health recognizing the opportunities and limitations imposed by historical, sociocultural, spiritual, legal, ethical, political, economic, and environmental contexts.

Assume the role of professional nurse, accountable as provider of care, manager, collaborator, educator, learner, and resource for individuals, families, groups, and communities in promoting and restoring health and well-being.

Admission to the BSN Program

Students may declare the intent to pursue a nursing major at any time. However, application for admission to the upper-division program is made during the sophomore year. Nursing studies begin at the junior level with the exception of Nutrition (NURS 3305) which may be completed prior to admission to the nursing program. Admission requirements are as follows:

- A completed Application for Admission to Nursing. An application form is available from the College Admissions office and in the office of the Department of Nursing.
- Completion of a sufficient number of credits in Common Core and other required courses to permit an uninterrupted progression in the nursing major.
- A grade of C or higher is required in anatomy, physiology, microbiology, and English composition courses. Should a student earn less than a C more than once in any combination of these courses, the students will be ineligible to enter the nursing program. A limit of five years applies to completion of anatomy, physiology, and microbiology courses.
- A cumulative overall GPA of 2.5 or higher at the time of entry into the nursing program, including all courses completed or attempted at any institution.
- An interview with a member of the nursing faculty may be required. An applicant may request an interview if desired.

An applicant who has completed any program of study leading to licensed employment in the health care area (such as registered or practical nursing, emergency medical technician) must present the license in person.

Unlicensed students enrolled in the nursing program may not be employed by any health care agency in the capacity of licensed nursing personnel. They shall not represent themselves in any practice setting as nursing students unless engaged in planned programmatic learning activities which are part of the nursing curriculum.

Admission to the BSN Completion Option

The BSN Completion Option is open to Registered Nurses who have graduated from an Associate Degree or Diploma program in Nursing

and who hold a valid license to practice as a Registered Nurse. Current Georgia RN licensure is required prior to entering a clinical nursing course.

In addition to RN licensure, the general admission requirements above apply to RN applicants, with the following exceptions:

- RN students who enter the nursing sequence on a full-time basis must have completed all Common Core requirements and all required non-nursing courses through the junior level.
- No time limit applies to the completion of anatomy, physiology, or microbiology courses.
- Thirty (30) previously earned Associate or Diploma nursing semester credits may be accepted toward the BSN degree, subject to the terms of the Georgia RN-BSN Articulation Agreement (the complete Agreement is available in the office of the Department of Nursing). These 30 semester credit hours represent previously completed nursing courses in Adult Health, Child Health, Maternal Health, and Mental Health and are not intended to equal the actual number of previously earned nursing credits. Normally, no more than 30 hours of Associate Degree or Diploma nursing course credits may be applied toward fulfilling any requirements of the BSN degree.
- Twenty-four (24) additional nursing course credits must be earned at the upper division level (3000 and 4000 courses). Up to 9 of these credits may be earned through challenge examinations on a one-attempt basis. A minimum of one year of nursing practice experience within the past three years is required for eligibility for challenge examinations.

Matriculation Requirements

- An accepted student must possess a level of physical and emotional health sufficient to enable him/her to meet nursing program requirements and the standards of professional nursing practice.
- Prior to beginning the first clinical nursing course, a medical examination is required which documents the student's level of health and immunization including current documentation of the Hepatitis series and TB skin test.
- Professional liability insurance (purchased on a group basis through the College) and basic cardiopulmonary resuscitation (CPR)

certification is required prior to beginning the first nursing course and must be continued throughout all clinical nursing courses.

- Students may be required to undergo a background check and/or drug screening as required by individual health care agencies.

Curriculum

Nursing courses are offered in a 4-1-4 semester sequence during the junior and senior years of study. The total BSN curriculum can be completed in four academic years (8 semesters) and includes 45 credit hours in the Common Core, 19 credit hours in other required and elective courses, and 58 credit hours in nursing courses. Included in these hours are two elective and one required interim courses which compose 9 hours of required interim hours. Selected courses required for the BSN degree may fulfill certain Common Core Requirements; these and other required non-nursing courses are:

BIOL 1148 and BIOL 1149	Human Anatomy and Physiology*
MATH 1101	College Algebra*
CORE 1110	Quantitative Reasoning
PSYC 1101	Introduction to Psychology*
PSYC 3302	Human Growth and Development*
ENGL 1101, 1102	Rhetoric and Composition*
BIOL 2320	Microbiology *
RLGN 2310	Bioethics

**These courses are prerequisite to entering the nursing courses. CORE 2000, Dimensions of Well-Being, is not required of Nursing Majors.*

Junior Year

Fall:	NURS 3305	Nutrition and Health* (may be completed in advance)
	NURS 3310	Health Promotion I, Aging
	NURS 3311	Health Assessment
	NURS 3330	Health Promotion II, Maternal Infant

Interim:		
	NURS 3312	Issues and Trends in Nursing.
Spring:		
	NURS 3331	Pharmacology*
	NURS 3340	Pediatric Health Formation & Restoration
	NURS 3350	Health Restoration I, Life Span
		Senior Year
Fall:	NURS 4400	Health Restoration II, Psych/Mental Health
	NURS 4405	Concepts in Clinical Nutrition
	NURS 4430	Health Restoration III, Complex Problems
	NURS 4431	Research in Nursing*
Spring:	NURS 4432	Nursing Senior Capstone*
	NURS 4440	Concepts in Health Promotion III: A Community Focus*
	NURS 4450	Leadership & Role Transition: A Clinical Practicum

Nursing courses designated above by an asterisk are required of RN students enrolled in the BSN-completion option. RN students also complete two RN only courses:

Junior Level	NURS 3313 RN Seminar, Transitions (Fall)
Senior Level	NURS 4460 RN Practicum (Spring)

Information regarding the program length and costs is provided to the National League for Nursing Accrediting Commission and is available from that organization at 61 Broadway - 33rd Floor, NY 10006, 800-669-1656 Ext. 153.

Progression

1. A grade of C (75%) or higher is required for successful completion of all nursing courses. Course syllabi and the BSN Student Handbook detail requirements for achieving a passing grade of C or better. A grade of D, F, or WF is a failing grade.
2. A minimum cumulative GPA of 2.0 must be maintained throughout the period of enrollment in nursing courses. A nursing major whose GPA falls below 2.0 will be placed on departmental probation and has one semester in which to raise the GPA to 2.0 or higher. Failure

to achieve a 2.0 in one semester will result in withdrawal from the nursing program. A 2.0 GPA is required for entrance into senior level courses.

3. Students earning a D or F in any nursing course may repeat the course one time. The course may be repeated, and if the student passes, he/she is eligible to continue the nursing program. However, any other failure in that or any other nursing course will result in dismissal from the program.
4. All Common Core and other required non-nursing courses, with the exception of American Experience, Bioethics and an interim elective must be completed prior to beginning the senior level nursing courses.
5. Students who fail a course in the first semester of the program must compete for readmission with the next year's applicant pool.
6. Students must successfully complete all Junior level clinical courses before proceeding to Senior level clinical courses.
7. The faculty of the Department of Nursing reserve the right to dismiss at any time a student whose health, conduct (academic dishonesty, professional conduct), general attitude, clinical performance, or scholastic standing make it inadvisable to retain the student in the program. Students are expected to display qualities that are desirable in professional persons.

Progression in BSN Completion Option

In addition to the guidelines above, the following policies apply to progression in the BSN Completion Option:

- A valid Georgia RN license must be maintained throughout enrollment in clinical nursing courses.

All previously earned ADN or Diploma nursing credits will be placed in escrow when the RN student enters the nursing program. Upon satisfactory completion of 6 credit hours of BSN nursing courses, the escrowed credits will be transferred to the student's permanent academic record. Should the RN student not be successful in the initial 6 hours of nursing course's, the previously earned nursing credits will not be applied toward the BSN degree.

Assessment in the Major

Standardized achievement tests are administered at intervals throughout the nursing program. These tests are included within specific nursing courses. During the final semester of nursing studies, all students must complete a comprehensive assessment of learning in the major at a pre-determined

level required for graduation: Non-RN students will complete a standardized comprehensive examination in nursing. RN students will complete an essay-type examination. A description of these assessment processes will be provided to students during the first semester nursing studies.

Course Descriptions (NURS)

Course credit hours and corresponding clock hours are shown in parentheses. One class clock hour/week equals one credit hour; three laboratory or practice clock hours/week equal one credit hour.

NURS 3305 Nutrition and Health (1) Fall
An introduction to nutrition concepts and current dietary trends, focusing on health promotion. Nutrients are explored with regard to sources, dietary requirements, and health implications. Student interests are incorporated.
Prerequisite: None.

NURS 3310 Concepts in Health Promotion I: Focus on Aging. (2 hrs. class 6 hrs. lab/clinical per week) (4) Fall
A foundation course to introduce and develop concepts, practices and processes of health promotion in professional nursing, emphasizing the needs of the elderly. The skills of communication, problem solving, and critical analysis in nursing are included.
Prerequisite: Admission to BSN program.
Co-requisites: NURS 3311, NURS 3330

NURS 3311 Health Assessment Across the Life-span. (2 hr. class, 3 hrs. lab per week) (3) Spring
A study of the health assessment process applied to persons of all ages, with emphasis on building knowledge and skill in data acquisition, organization, and interpretation.
Prerequisite: RN status or *Co-requisite*: NURS 3310.

NURS 3312 Issues and Trends in Nursing. (3) Interim
An introduction to professional nursing practice and the varied roles of the nurse in multiple practice settings. The significance of research in nursing practice and inquiry as a means of defining the nursing role is included.
Prerequisite: Admission to BSN program.

NURS 3313 Transitions: A Seminar for Registered Nurses. (2) Fall
A study of varied perspectives and conceptual bases of the professional nursing role. The research process and research significance in nursing practice is introduced.
Prerequisite: Admission to BSN program, RN status.

NURS 3330 Concepts in Health Promotion II, Mother, Newborn, Family. (3 hrs. class, 6 hrs. lab/clinical per week) (5) Fall

A study of nursing care of mother, newborn, and family, including selected women's health care issues. The nursing role in health promotion is emphasized, with examination of physical, developmental, and psychosocial challenges to health.

Prerequisite: Admission to the BSN Program

Co-requisites: NURS 3305, NURS 3310, NURS 3311

NURS 3331 Pharmacology in Nursing. (3 hrs. class, 3 hrs. lab per week) (4) Spring

Pharmacologic concepts and skill essential for nursing practice, including the basic science of drugs, determination of dosage, nursing implications, and medication administration techniques.

Prerequisites: NURS 3310, 3311, 3330

Co-requisites: NURS 3340, 3350

NURS 3340 Pediatric Health Promotion and Restoration (2 hrs. class, 6 hrs. lab/clinical per week) (4) Spring

A course designed to assist students in developing pediatric nursing knowledge and skills. An understanding of growth and development provides a basis for the nursing care in health promotion and restoration of well and ill children in a variety of clinical settings.

Prerequisites: NURS 3305, NURS 3310, NURS 3311, NURS 3312, NURS 3330

Co-requisites: NURS 3331, NURS 3350

NURS 3350 Concepts in Health Restoration I: A Life-span Focus. (3 hrs. class, 12 hrs. lab/clinical per week) (7) Spring

The foundation course in nursing care of individuals and families who are experiencing challenges to health, emphasizing understanding and skill in health restoration.

Prerequisites: NURS 3310, NURS 3311, NURS 3312

Co-requisite: NURS 3331

NURS 4400 Concepts in Health Restoration II: A Psych/Mental Health Focus. (2 hrs. class,6 hrs. lab/clinical per week) (4) Fall

Course provides the student with a foundation in psychiatric and mental health nursing with a focus on therapeutic communication, influences affecting mental health and illness, and nursing care for mental health maintenance and restoration.

Prerequisites: NURS 3330, NURS 3331, NURS 3350, NURS 3340

NURS 4405 Concepts in Clinical Nutrition. (1) Fall
A study to recognize the value of nutritional assessment in comprehensive nursing care. The nursing role in understanding dietary needs as they relate to various body systems and diseases is included.
Prerequisites: NURS 3305

NURS 4430 Concepts in Health Restoration III: Complex Problems Across the Life-span. (3 hrs. class, 12 hrs. lab/clinical per week) (7) Fall
A study of advanced nursing care relevant to acutely ill patients with complex health problems. Learning experiences emphasize collaboration and critical analysis necessary in providing and coordinating care.
Prerequisites: NURS 3330, NURS 3331, NURS 3350, NURS 3340

NURS 4431 Research in Nursing. (3) Fall
A course designed to assist students in developing a sense of inquiry, including research designs, sampling strategies, data analysis methods, and the use of research in clinical nursing practice.
Prerequisites: NURS 3312 or NURS 3313

NURS 4432 Nursing Senior Capstone. (2) Spring
A seminar to assist students in synthesizing learning related to the roles and practices of professional nurses, exploring the health care system and the legal-ethical, sociopolitical, cultural, and professional issues influencing contemporary nursing.
Prerequisites: NURS 4400, NURS 4430, NURS 4431
Co-requisite: NURS 4450, NURS 4460

NURS 4440 Concepts in Health Promotion III: A Community Focus. (3 hrs. class, 3 hrs. lab/clinical per week) (4) Spring
A course directed toward the knowledge and skills necessary to the practice of community health nursing. Emphasis is placed on the promotion and protection of the health of individuals and groups within the context of community. A research project is completed focusing on a problem or issue in community health.
Prerequisites: NURS 4400, NURS 4430, NURS 4431

NURS 4450 Leadership and Role Transition: A Clinical Practicum. (2 hrs. class per week, 180 total hours clinical practice) (6) Spring
A course to facilitate the transition to professional practice. Leadership and management roles assumed in clinical practice and increasing

autonomy in patient care are guided through preceptorial experiences.
Prerequisites: NURS 4430, NURS 4431,
Co-requisites: NURS 4432, NURS 4440

NURS 4460 Practicum for Registered Nurses. (2 hrs. class per week, 108 total hours clinical practice) (4) Spring

A clinical practicum to facilitate RN transition to professional practice. Principles of leadership are examined as they relate to Nursing Practice for the RN.

Prerequisite: All nursing courses except Co-requisite NURS 4440

NURS 4495 Independent Study in Nursing (Variable) On demand

For students meeting requirements, the opportunity to pursue special interests beyond those in the formal course of study.

Prerequisite: Completion of 2/3 nursing major, 3.0 GPA, and permission.

Physics

Introduction

The physics curriculum at LaGrange College serves two basic purposes:

1) an introduction to the physical sciences, oriented towards developing problem solving, and reasoning skills suitable for the core requirements of the college.

2) provides courses that support programs in mathematics, chemistry, biology, computer science, dual-degree in engineering, and education, and preparation for health professional schools including medicine, dentistry, veterinary, pharmacy, and physical therapy.

Course Descriptions (PHYS)

PHYS 1101 Introductory Physics I.
(3 hrs. lec., 2 hrs. lab per week) (4) Fall
A noncalculus-based introduction to elementary kinematics, dynamics, energy, momentum, fluids, and thermodynamics. The two hour laboratory illustrates the concepts introduced in class.
Prerequisite: MATH 2105

PHYS 1102 Introductory Physics II.
(3 hrs. lec., 2 hrs. lab per week) (4) Spring
A continuation of Physics 1101 and an introduction to sound and waves, electric charge, Coulomb's Law, electric and magnetic fields, optics, special relativity and quantum mechanics.
Prerequisite: PHYS 1101

PHYS 1121 General Physics I.
(3 hrs. lec., 2 hrs. lab per week) (4) Fall
A calculus-based introduction to particle dynamics, energy and momentum conservation, rotational dynamics, hydrostatics, and thermodynamics. The two-hour laboratory illustrates the concepts introduced in class.
Prerequisite: MATH 2222

PHYS 1122 General Physics II.
(3 hrs. lec., 2 hrs. lab per week) (4) Spring
A continuation of Physics 1121 covering wave mechanics, electricity and magnetism, simple circuits, optics, special relativity and quantum physics. The laboratory introduces students to electronics.
Prerequisites: PHYS 1121

Political Science

Introduction

The political science program is designed to provide students with the knowledge and skills they will need to become active, useful citizens in modern democratic polities. For students who concentrate in political science or those who take only occasional courses, this means that the political science program will develop their capacity to understand political organizations and political processes, to analyze the forces affecting political decisions, and to form judgments about their obligations and rights as citizens. It also means that the political science program will provide students with the skills necessary to begin a career in business, public service, consulting, or journalism or to continue their training in graduate studies or law school.

Objectives

Students majoring in political science at LaGrange College will acquire basic knowledge of these areas:

- The values, processes, and institutions that affect collective decision-making and contemporary politics in the United States.
- The comparative analysis of the values, processes, and institutions that affect collective decision-making and contemporary politics in other countries.
- The relations between and among states, especially those affecting international conflict and international cooperation.
- The ethical dimensions of public policy issues, political practices, and constitutional and legal questions.

Students majoring in political science at LaGrange College will also acquire the basic skills necessary to comprehend and perform modern political analysis. These include:

- Ability to analyze the foundations of and differences between normative and empirical inquiry.
- Knowledge of the basic elements of research design and methods in normative, empirical, and historical studies of politics.
- Knowledge of basic data management and analysis and of the use of computers in political research.
- Ability to convey findings in both written and oral presentations.

Course of Study

The Department of Political Science offers both a major and minor course of study in political science.

For a Major in Political Science

Demand Sequence for the Program in Political Science (POLS)

POLS 1101	U.S. Government
OR	
POLS 1102	Introduction to Political Science
POLS 2210	Comparative Politics
POLS 2220	International Relations
POLS 3300	Research Methods in Political Science
POLS 4430	Senior Seminar in Political Science

Students majoring in political science must also complete an additional 18 semester hours of elective courses chosen from among the three and four thousand level courses listed for the program in this catalog. At lease one of these courses must be in the field of American politics and public policy (POLS 3310, 3311, 3312, 3313, 3314, or 3315) and one in the fields of international relations (POLS 3320, 3321, 3322, 3323) or comparative politics (POLS 3350, 3351). Political science internships (POLS 4400) can earn up to a full semester (12 hours) of credit toward graduation, but usually only three (3) hours will be credited toward completion of the major course. This limit can be waived by the Department under special circumstances.

For a Minor in Political Science

Demand Sequence for the Program in Political Science (POLS)

POLS 1101	U.S. Government
OR	
POLS 1102	Introduction to Political Science
POLS 2210	Comparative Politics
POLS 2220	International Relations

Students minoring in political science must also complete an additional 6 semester hours of elective courses chosen from among the three and four thousand level courses listed for the program in this catalog. In the minor course of study, political science internships cannot substitute for elective course credit.

Assessment of Objectives

Assessment of the objectives of the program in political science is based on successful completion of each major course with a grade of C or better and successful completion of POLS 4430: Senior Seminar in Political Science. To enroll in POLS 4430 students must have completed POLS 1101, 1102, 2210, 2220, and an additional nine (9) semester hours of elective courses in the political science program. In special circumstances, these requirements may be waived by permission of the faculty of the program.

Special Opportunities

LaGrange College is a charter member of the United Methodist College Washington Consortium that sponsors the Capital Hill Internship Program in Washington, D.C., for students of political science and other disciplines. The program in political science also supervises a variety of internships in local and state government and in Georgia's legal community. Students interested in pursing one of these opportunities should consult with the program faculty. The program also includes service learning opportunities in several of its courses. Again, students should consult with program faculty concerning these courses prior to registration.

Course Descriptions (POLS)

POLS 1101 United States Government (3)
An introduction to political science through an analysis of the political system of the United States. Topics considered include: basic concepts of political science, federalism, civil liberties and civil rights, basic governmental institutions, elections and public opinion, political parties and groups, and domestic and foreign public policy.

POLS 1102 Introduction to Political Science (3)
An introductory course which focuses on the nature of the discipline of political science and which deals with the way political scientists study politics through an overview of the major topics of the discipline.

POLS 2210 Comparative Politics (3)
An introduction to comparative analysis of political systems. Topics considered include: basic concepts of comparative theory, modern political history in developed and developing areas, the interaction of political and economic factors in developed and developing areas, politics and state institutions in selected countries, and comparative aspects of domestic and foreign public policy.

POLS 2220 International Politics (3)
An introduction to the interaction of nation-states in the global system. Topics considered include: war and power, economic and social interdependence, and problems specifically associated with developing nations.

POLS 3300 Research Methods in Political Science (3)
A study of basic social science research methods as applied in political science. Topics considered include: research design and data collection, measurement and causality, fitting models to data with various methods, graphic analysis, and the use of statistical software.

POLS 3310 State and Local Government (3)
A study of state and local government in the United States. Topics considered include: the political cultures and social environments of American states and communities, political processes in states and communities, the structure of state and local political institutions, and policy issues facing states and communities.

POLS 3311 Congress and the Presidency (3)
A study of the institutional interactions of the executive and legislative branches of the United States government. Topics considered include: the President and policymaking, Congress and policymaking, institutional constraints on executive and legislative policymaking; foreign policy, civil rights policy, economic policy and budgeting, and social welfare policy.

POLS 3312 Public Administration and Public Policy (3)
An introduction to the study of public administration and public policy. Topics considered include: theoretical approaches to the study of public administration, the historical and constitutional basis for public administration in the United States, the organization and management of public institutions, the social, political, and legal environments of public institutions, the role of political processes in public administration, the analysis and evaluation of public policy, and the ethical basis of public administration.

POLS 3313 American Judicial Institutions (3)
A study of judicial institutions in the United States. Topics considered include: the functions of legal and judicial institutions, the structure and powers of national and state court systems, the legal profession, judicial selection, judicial procedure, court administration, and policy formation by judicial institutions.

POLS 3314 American Constitutional Law:Institutions (3)
An introduction to the study of constitutional law as it applies to government institutions in the United States. Topics considered include: basic concepts of constitutional analysis, historical development of present legal institutions and regimes, judicial policy decisions in different areas of law, and the social, political, and economic factors affecting those decisions.

POLS 3315 American Constitutional Law: Civil Liberties and Civil Rights (3)
An introduction to the constitutional liberties and rights accorded American citizens. Topics considered include: basic concepts of constitutional analysis, historical development of present legal interpretations and regimes, judicial decisions in different areas of law, the social, political, and economic factors affecting those decisions, and their effect on governing in the United States.

POLS 3320 Analysis of Foreign Policy (3)
An introduction to how structures, institutions, outside actors, and political culture produce American foreign policy. Topics covered include: recent history of U.S. foreign relations, the roles played by both the President and the Congress, the roles, functions and structures of U.S. State Department, the Defense Department, intelligence agencies and the National Security Council, the policy making process and the measurement of outcomes, roles played by the public, interest groups, and other actors. Current major foreign policy issues will be discussed and examined as case studies.

POLS 3321 International Political Economy (3)
A study of international economics and trade through the analysis of the factors influencing past and present changes. Topics covered include: current and past international finance systems and mechanisms of exchange, the role of the state and other actors, an examination of comparative advantage, various strategies states employ such as import substitution or export promotion, the nature and impact of formal and informal barriers to trade, the GATT and WTO, the problems, failures, successes and prospects of the international economic system and its impact on domestic politics.

POLS 3322 International Organizations. (3)
A study of the current international system. Topics covered include: the nature of "systems", the recent history of global affairs and the evolution of the international system to its present state, selected theoretical

analyses of international systems, the nature, roles and functions of the various actors in the system, how advances in technology have fundamentally changed the world, and the evolving roles of both states and supranational institutions.

POLS 3323 International Conflict (3)
A study of the conditions that produce war and peace in international relations. Topics considered include: an examination of recent conflicts in the international system, theories concerning the potential sources and determinants of war with an emphasis on the theory of realism and competing theories, and theories of war settlement and potential sources of future interstate tension.

POLS 3340 Themes in Political Philosophy (3)
An introduction to the basic ideas of political philosophy. Topics considered include: the social and historical context of political theory; the development of major ideas in political philosophy; critical analysis of theoretical arguments; and the relation of political theory to contemporary politics.

POLS 3341 Modern Political Theory (3)
An overview of liberalism, communism, and fascism, the three primary political ideologies that have shaped the twentieth century.

POLS 3350 States and Politics in Developing Areas (3)
A comparative study of the political systems of developing societies. Topics considered include: basic comparative theory, modern history of developing societies, political systems of selected states, and the interaction of political and economic factors in developing societies.

POLS 3351 States and Politics in Developed Areas (3)
A comparative study of the political systems of developed societies. Topics considered include: basic comparative theory, modern history of developed societies, political systems of selected states, and the interaction of political and economic factors in developed societies.

POLS 4400 Political Science Internship (credit may vary)
A supervised internship opportunity for students to work for approved public or private organizations.

POLS 4410 Selected Topics in Political Science (3)
This course examines particular issues related to topics in political science selected by program faculty.

POLS 4420 Directed Study in Political Science (3)
A supervised course of independent study available to selected students. The course provides an opportunity for close cooperation between program faculty and students on research projects and presentations.

POLS 4430 Senior Seminar in Political Science (3)
A seminar course on a major subject of national or international concern based on individual research and assigned readings.

Psychology

Introduction

The goal of this department is to acquaint the student with basic principles of behavior and the research methods necessary to understand them.

Objectives

A student who graduates from LaGrange College with a major in psychology will:

- recognize the importance of an EMPIRICAL approach in attempting to understand behavior.
- be familiar with the concepts, terms, and explanatory principles characteristic of major psychological theorists and be able to evaluate them critically.
- be able to identify and discuss examples of the major "types" of learning, to wit: classical, operant, observational, and information processing.
- be familiar with generalizations regarding physiological correlates of behavior.
- be familiar with the major historical developments in psychology.
- be familiar with the terminology of the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-IV-TR).
- be able to describe how clinicians of different theoretical orientations (e.g., psychoanalytic, humanistic, cognitive, behavioral, and physiological) explain and treat psychological disorders.
- be able to list and discuss the various objective and projective personality assessment techniques including the Rorschach , the Thematic Apperception Test, the MMPI, the NEO-PI-R, and the MBTI.
- recognize the basic philosophical (e.g., What is personality?) and methodological issues (e.g., How do we quantify and measure personality?) in psychological research.
- be familiar with the sections of an APA style research report including the kinds of information typically found in each.
- be familiar with the standard procedures for summarizing data (including construction of frequency tables), the calculation of measures of central tendency (means, medians, and modes), the

calculation of measures of dispersion (range, variance, and standard deviation), and correlation coefficients.

- be familiar with the logic of hypothesis testing including the statement of research and statistical hypotheses, the notion of Type I and Type II errors, the power and efficiency of a statistical test, and the major inferential techniques used in psychology (especially t test, analysis of variance, and chi-square).
- recognize the concepts and principles of psychology as exemplified in everyday situations.

A major in psychology consists of 37 semester hours (12 courses) beyond the introductory course (PSYC 1101). Twenty-five of these hours come from the categories below.

Methods (Both Required - See Note 1 Below)
PSYC 2298, PSYC 2299
Experimental Content (Select Two)
PSYC 4455, PSYC 4465, PSYC 4470
Social/Personality/Development Content
(Select Three — See Note 2 Below)
PSYC 3321, (PSYC 3302 or PSYC 3358), PSYC 3350, PSYC 4460
Advanced Special Topics (Required - See Note 3 Below)
PSYC 4480

Notes:

1. Since this department views psychology as a research-based discipline, it is **strongly recommended** that the student complete PSYC 2298 and PSYC 2299 as soon as possible after the major is declared.
2. Students may take either PSYC 3302 or PSYC 3358 but not both to satisfy this requirement. If a student takes both, one course counts toward the 12 hours of major electives.
3. PSYC 4480 will be offered once per year during January term and will involve advanced study of a specialized topic. Topics will vary from year to year.
4. PSYC 1101, Introduction to Psychology, is the prerequisite to all 2000 level and above psychology courses except PSYC 2298 and PSYC 3341. Some courses have other prerequisites.

Major Electives

An additional 12 hours of major courses will be selected by the student. A student may select any 3000 or 4000 level psychology course beyond those counted in the required areas. Up to three courses selected from SOCI 2247, HUSV 2299, HUSV 3308, and BIO 1148 may be applied toward the major with the approval of the advisor.

Minor

A minor in psychology consists of six courses with the approval of the chair of the department. Any course which is listed in the current bulletin as counting toward the major in psychology also counts toward the minor. The exception is that a maximum of two of the major courses offered outside the psychology department may be counted toward the minor (i.e., at least four of the courses for the minor must be taken in the psychology department).

Assessment

The accomplishment of the psychology objectives will be demonstrated by obtaining an acceptable score on the Area Concentration Achievement Test (ACAT) in psychology. Normally, this test will be given during the student's final semester at LaGrange College.

Career Options

Students who complete the major in psychology have a wide variety of career options. Psychology is a very broad field which overlaps many different areas. Some of the jobs taken by recent psychology graduates include management and supervisory positions in business and industry and positions in community and state service agencies. A psychology major also serves as good preparation for advanced study in law, social science, counseling, and psychology.

Miscellaneous

No course with a grade below **C** may be applied toward the major in psychology. The only exception is PSYC 4000 in which a grade of **Pass** must be obtained.

Course Descriptions (PSYC)

PSYC 1101 Introduction to Psychology. (3) Fall, Spring.
A survey of major topics in psychology including research methods, basic neuroanatomy, learning, perception, personality and abnormal behavior.
Prerequisite to all other psychology courses except PSYC 2298 and PSYC 3341.

PSYC 2298 Behavioral Statistics. (3) Fall.
Introduction to the measurement of behavior and quantitative methods of data analysis. An emphasis on parametric statistics and their application to the behavioral sciences.

PSYC 2299 Research Methods. (4) Spring.
A survey of various types of research design, including the strengths and weaknesses of each. The laboratory includes practice in designing and conducting experiments, as well as analysis and reporting of results.
Prerequisites: PSYC 2298 and PSYC 1101

PSYC 3302 Human Growth and Development. (3) Fall, Spring.
A study of normal life beginning with conception. Important developmental phenomena are considered in the light of major theories of development.

PSYC 3304 Educational Psychology. (3) Fall.
Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation.

PSYC 3321 Social Psychology. (3) Fall, Spring.
A course dealing with behavior as affected by social influences. Major topics include social perception, social communication (verbal and nonverbal), altruism, attitudes, aggression, and prejudice. Also, applied areas such as forensic psychology are considered.

PSYC 3330 History and Systems of Psychology. (3) On demand.
A study of the historical background of psychology, with emphasis upon the major schools of thought.

PSYC 3341 Human Sexuality. (3) Fall
This course involves a multidisciplinary examination of human sexual behavior and intimate relationships. Typical topics considered include male and female sexual response, gender roles, sexual disorders and dysfunctions, gender identity, legal and cross-cultural aspects of human sexuality, sexual orientation, contraception, and relationship issues related to sexuality.

PSYC 3350 Abnormal Psychology. (3) Fall, Spring.
A survey of the causes, characteristics, current theories, and treatment of psychological disorders.

PSYC 3351 Introduction to Counseling. (3) On demand.
An introduction to counseling approaches, methods, and assessment techniques. Emphasis is placed on individual counseling.

PSYC 3357 Psychology of Religion. (3) On demand.
Psychological interpretation of religious experience and growth.

PSYC 3358 Psychology of Aging. (3) Spring.
Human aging is examined from physiological (e.g. sensory and cardiovascular changes), psychological (e.g. memory and intellectual changes) and sociological (e.g. adjusting to retirement) perspectives. Also, death and disorders associated with aging such as Alzheimer's Disease are explored.

PSYC 3380 Special Topics in Psychology. (3) On demand.
A course offered at the sophomore/junior level focusing on a specialized topic from the field of psychology.

PSYC 4000 Internship in Psychology (3) On demand
This course requires 120 hours of supervised experience (observation, work, etc.) in a local agency or office **and** selected readings. Application for internship must be submitted in the term or semester prior to placement. Students are then selected on a competitive basis for enrollment. Grading is on a Pass - No Credit basis.
Prerequisite: Major in psychology with junior or senior standing and permission of department.

PSYC 4400 Individual Research. (3) On demand.
Under supervision of a faculty member, the student will develop a project on a topic that is psychological in nature. The emphasis will be on analyzing and synthesizing scientific literature with the goal of producing a literature review and/or research proposal. A successful proposal may lead to data collection and analysis. The result of the project will be a paper written in APA style.
Prerequisites: PSYC 2298 and PSYC 2299

PSYC 4455 Cognitive Psychology. (3) Spring 2005.
An information processing analysis of topics in perception, thinking, learning, and memory.
Prerequisites: PSYC 2298 and PSYC 2299 or consent of professor.

PSYC 4460 Psychology of Personality. (3) Fall.
A critical study of major personality theories, principles and instruments of assessment, and relevant empirical research.
Prerequisites: PSYC 2298 and PSYC 2299 or consent of professor.

PSYC 4465 Physiological Psychology. (3) Spring 2006.
Neuroanatomy and neurophysiology will be explored and will provide a foundation for examining biological aspects of various behaviors (e.g., sensory processes and sleep). Also, the psychopharmacology of selected drugs and genetic influences on behavior will be considered.

PSYC 4470 Behavior Analysis and Its Applications. (3) Spring.
A survey of principles, research findings, and applications of classical, operant, and observational learning.
Prerequisites: PSYC 2298 and PSYC 2299 or consent of professor.

PSYC 4480 Special Topics in Psychology. Interim.
A course offered at the junior/senior level focusing on a specialized topic from the field of psychology.
Prerequisites: A prerequisite may be required.

RELIGION AND PHILOSOPHY

Introduction

As a field of inquiry within the liberal arts, the study of religion affords all students an opportunity to hone the critical thinking and communication skills that are an asset to any profession. Students who are considering church-related vocations also may tailor their courses either to prepare for such careers directly after completion of the degree or to provide a foundation for graduate study in religion or theology.

The Religion and Philosophy Department offers two major plans of study: the religion and philosophy major, and the religion major with a concentration in church leadership. The department also offers three minor programs: religion, church leadership, and philosophy.

The Religion and Philosophy Major

The major consists of 11 courses in addition to the exploratory course in Religion that is taken as part of the core (RLGN 1101-05), yielding a total of 12 courses. The Religion major must include at least 2 courses in each of these areas: Biblical Studies, Historical Studies, and Ethics and Theological Studies. The major also requires at least one course in the area of Philosophy. In addition, all Religion & Philosophy majors will complete a senior thesis or project. Thus, of the 12 courses required for a Religion major, at least 8 courses must conform to the following guidelines:

I. Biblical Studies (2 courses). Minimum requirement is one course in Old Testament and one course in New Testament at the 2000-level or above. Courses: 2110, 2111, 2120, 2121, 3110-3160.

II. Historical Studies (2 courses). Courses: 1104 (if not taken for the core), 2210-2230, 3210-3220.

III. Ethics and Theological Studies (2 courses). Courses: 1105 (if not taken for the core), 2310, 3310-3350.

IV. Philosophy (1 course). Courses: any of the philosophy courses, which are listed under Area IV in the course listing below.

V. Senior Thesis or Project (1 course). Course: 4620, taken either in the fall or spring of the senior year. Thesis topics must be approved by the Department Chair prior to the semester in which the student enrolls for the course.

Students are free to choose any other religion or philosophy department courses for the remaining 4 courses. Internships may be taken for up to 1 full course of credit, with permission of the department chair. At least 6 courses in the major must be numbered at the 2000-level or above.

The Religion & Philosophy Major with a Concentration in Church Leadership

A Church Leadership concentration within the Religion Major is designed to prepare graduates for church careers in educational and youth ministry. The program meets all of the educational requirements necessary for certification in Christian education by the United Methodist Church. The major consists of 11 courses in addition to the exploratory course in Religion that is taken as part of the core (RLGN 1101-05), yielding a total of 12 courses. The Church Leadership concentration requires successful completion of the following courses:

I. Biblical Studies (1 course). Courses: 1102 or 1103 (if not taken for the core requirement), 2110, 2111, 2120, 2121, 3110-3160.
II. Historical Studies (1 course). Courses: 1104 (if not taken for the core), 2210-2230, 3210-3220.
III. Ethics and Theological Studies (1 course). Courses: 1105 (if not taken for the core), 2310, 3310-3350.
IV. Philosophy (1 course). Courses: any of the philosophy courses, which are listed under Area IV in the course listing below.
V. Church Leadership and Youth Ministry (4 courses). Courses: 3510-3560.
VI. Internship (1 course). Course: 3550, scheduled in consultation with the Church Leadership Program Director.
VII. Senior Thesis or Project (1 course). Project topics must be approved by the Department Chair prior to the semester in which the student enrolls for the course.

At least two of the courses in Areas I-III must be at the 2000-level or above. In addition, students seeking certification in Christian education by the United Methodist Church must complete United Methodist Studies (3210). Students who do not seek United Methodist certification may choose any religion department course for the remaining to fulfill the remaining course requirements for the major.

The Religion & Philosophy Major with Honors

Students who maintain a 3.5 grade point average in departmental courses and who receive "A" grades on their senior theses or projects may graduate with honors.

The Religion & Philosophy Minor

A minor in religion requires completion of 3 courses in addition to the exploratory religion core requirement: 4 courses in all. At least 2 courses must be at the 2000-level or above.

The Church Leadership Minor

A minor in Church Leadership consists of 4 courses in addition to the exploratory religion core requirement: 5 courses in all. The minor includes one course taken at the 2000-level or above in Area I, II, III, IV, or VI. In addition, minor students must take Christian Education in the Local Church (3510) and should choose *one* (1) of the following: RLGN 3520, 3540, or 3560. Finally, the minor requires 1 course of Internship (RLGN 3550).

The Philosophy Minor

No major program currently is offered in philosophy. A minor consists of 4 courses in Area IV, of which at least 2 courses must be taken at the 2000-level or above.

The Church Music Program

The church music program is administered through the music department in cooperation with the Religion and Philosophy department. See the Music Department section of the catalogue for a program description.

Course Descriptions
Core Exploratory Courses: Explorations of the Christian Faith (RLGN)

RLGN 1101. Introduction to Christianity. Spring 2006, Spring 2007
An introduction to the Christian tradition of faith through a study of its central symbols, sacred texts, and practices.

RLGN 1102. Jewish Origins in Context. Every term
A study of the Hebrew bible, commonly called by Christians the Old Testament, in the context of the ancient near eastern world. The course also will ask students to reflect on the impact of the Hebrew bible on Western civilization and its implications for the contemporary world.

RLGN 1103. New Testament Writings in Context. Every term
A study of the New Testament writings in the context of Greco-Roman civilization. The course also will ask students to reflect on the impact of Christian scriptures on Western civilization and consider their implications for the contemporary world.

RLGN 1104. Dialogue with World Faith Traditions.
Spring 2006, Spring 2007
The course will place the insights of the Christian faith in dialogue with those of major living world religions.

RLGN 1105. Moral Traditions and Contemporary Social Problems. Fall 2005, Fall 2006
A study of contemporary ethical issues in the light of the moral traditions central to the Christian faith. The course will examine such issues as marriage and family, war and peace, racism, abortion, and the environment. Servant leadership component.

Religion and Philosophy Departmental Courses

RLGN 2110. Introduction to Biblical Hebrew I.
A beginning course designed to teach the fundamentals of Biblical Hebrew.
Prerequisite: None

RLGN 2111. Introduction to Biblical Hebrew II.
A continuation of RLGN 2110.
Prerequisite: RLGN 2110

RLGN 2120. Introduction to Hellenistic Greek I.
A beginning course designed to teach the fundamentals of Hellenistic or Koine Greek, which includes the language of the New Testament.
Prerequisite: None

RLGN 2121. Introduction to Hellenistic Greek II.
A continuation of RLGN 2120.
Prerequisite: RLGN 2120

RLGN 2130. Readings in New Testament Greek.
Selected readings from New Testament texts with some attention to developing intermediate Greek grammar.
Prerequisite: RLGN 2120 and 2121

RLGN 3110. The Law.
A detailed study of the first five books of the Old Testament.
Prerequisite: RLGN 1102, or permission of professor

RLGN 3120. The Prophets.
A detailed study of prophetic movements in Israel and of the individual prophets, their historical background, lives, messages, and contributions to the religious life of Israel.
Prerequisite: RLGN 1102, or permission of professor

RLGN 3130. The Writings.
An examination of wisdom, apocalyptic and poetic literature of the Old Testament.
Prerequisite: RLGN 1102, or permission of professor

RLGN 3140. The Life and Teachings of Jesus.
A study of the message of Jesus within the context of the synoptic gospels and its application to contemporary society.
Prerequisite: RLGN 1103, or permission of professor

RLGN 3150. The Apostolic Age.
An examination of the origin and expansion of the early Christian Church, with studies in the Epistles and the Acts of the Apostles.
Prerequisite: RLGN 1103, or permission of professor

RLGN 3160. The Gospels. Fall 2005
An examination of one of the four canonical gospels with emphasis on the historical context, history of interpretation, and modern appropriations of the text.
Prerequisite: RLGN 1103, or permission of professor

Area II: Historical Studies (RLGN)

RLGN 2210. Early Church History.
A survey of the history of the Christian Church from the close of the Apostolic age to the end of the Middle Ages.
Prerequisite: None

RLGN 2220. Modern Church History. Fall 2005
A history of the Christian Church from the reformation era to the modern period.
Prerequisite: None

RLGN 2230. Race and Religion in America.
This course will examine the role that religion played and continues to play in American race relations and racial identities. The course will emphasize the history and the theorists of the civil rights contemporary era.
Prerequisite: None

RLGN 3210. United Methodist Studies. Fall 2005
A survey of the history, theology, and polity of the United Methodist Church.
Prerequisite: A religion core course

RLGN 3220. A History of Christian Political Thought.
A study of the impact of the Christian theorists and the institutions of the Church on the development of political theory in the West.
Prerequisite: A religion core course

Area III: Theology, Ethics, and the Social Scientific Study of Religion (RLGN)

RLGN 2310. Bioethics. Fall 2005, Fall 2006
A study of the ethical issues raised by the practice of nursing, medicine, and biomedical research.
Prerequisite: None

RLGN 3310. Contemporary Christian Thought.
A survey of the development of Christian thought, with particular attention to the nineteenth and twentieth centuries.
Prerequisite: A religion core course

RLGN 3320. The Ethics of Sexuality, Marriage, and Gender.
A study of the moral issues related to sexuality, gender roles, and family life. Topics will vary per offering, but may include ethical reflection on such topics as the meaning and purpose of sexuality, gender roles, pre-marital and extra-marital sexuality, homosexuality, and family structure. **The course also is cross-listed in the Women's Studies Program as WMST 3320**
Prerequisite: A religion core course

RLGN 3340. Sociology of Religion.
A sociological analysis of the interplay between religion and culture.
Prerequisite: A religion core course

RLGN 3350. Psychology of Religion.
Psychological interpretation of religious experience and growth.
Prerequisite: A religion core course

Area IV: Philosophy (PHIL)

PHIL 1410. Introduction to Philosophy. Spring 2006
A survey of major philosophical themes and figures that were formative in Western civilization.
Prerequisite: None

PHIL 2410. Moral Philosophy.
A study of the major philosophical understandings of morality and the good life.
Prerequisite: None

PHIL 2420. Ancient and Medieval Philosophy.
A historical survey of classical and medieval philosophy.
Prerequisite: None

PHIL 2430. Modern Philosophy. Spring 2007
A historical survey of the philosophies of the Renaissance through the post-modern era.
Prerequisite: None

PHIL 2440. Elementary Logic.
An introduction to the logic of propositions with attention to the structure and evaluation of informal arguments. The rhetoric of persuasion and its use of logic and emotions also will be discussed.
Prerequisite: None

PHIL 3410. Philosophy of Religion.
An investigation of problems related to philosophical reflection on religious thought and experience.
Prerequisite: At least one prior course in philosophy or permission of professor

PHIL 3420. Themes in Political Philosophy. Fall 2005
An introduction to the basic ideas of political philosophy. Topics considered include the social and historical context of political theory, the development of major ideas in political philosophy, critical analysis of theoretical arguments, and the relation of political theory to contemporary politics. **The course also is cross-listed in the Political Science Program as POLS 3340.**
Prerequisite: None

PHIL 4410. Selected Topics in Philosophy. Fall 2006
A seminar course on a major subject of concern in philosophy based on individual research and assigned readings.
Prerequisite: At least one prior course in philosophy or permission of professor

Area V: Church Leadership Courses (RLGN)

RLGN 3510. Christian Education in the Local Church. Fall 2005

A study of issues confronting those participating in a local church setting. Required of all students in the Internship.
Prerequisite: A religion core course

RLGN 3520. Christian Worship. Spring 2007
The study and practice of Christian worship in its historical and contemporary contexts. Topics will include the theology of worship, sacraments, liturgy, and the place of music in worship.
Prerequisite: A religion core course

RLGN 3540. Youth Ministry. Fall 2006
The study and practice of ministry to persons from adolescence through young adulthood.
Prerequisite: A religion core course

RLGN 3560. Congregational Leadership. Spring 2006
The study of the leadership styles and skills necessary for leadership of a religious institution. Topics may include congregational dynamics, leading institutional change, working with volunteers, avoiding burnout, and racial and gender issues in leadership.
Prerequisite: A religion core course

RLGN 3550. Internship. As scheduled
Supervised participation in the local church setting. May be repeated for credit up to 6 hours.
Prerequisite: Two courses from Area V

Area VI: Capstone and Other Courses (RLGN)

RLGN 4610. Selected Topics in Religion. Spring 2006
A seminar course on a major subject of concern based on individual research and assigned readings.
Prerequisite: Permission of professor

RLGN 4620. Senior Thesis or Project. As scheduled
Prerequisite: Application to Religion Department Chair

SOCIOLOGY

Introduction

The mission of the Sociology department is to equip students with an entry-level knowledge of sociological concepts, theories, and research strategies.

Description of Major

Sociology explores the intersection of biography and history by relating the life of the individual to the operation of social institutions and to the influence of culture. The student of sociology studies the subtle, yet complex ways in which our lives influence and are influenced by social forces.

The discipline of sociology, while new in relation to some disciplines, has been an intellectual success. From its birth in the middle of the nineteenth century to the present, the perspectives and methods of sociologists have become commonplace. Important insights by sociological theorists are the cornerstones not only of sociology, but of other social sciences as well.

Sociological concepts have influenced historians, economists, and politicians, as well as policy makers and social commentators. Students will find some familiarity in sociological concepts that have made their way into the discourse of everyday life. "Self-fulfilling prophecy," "WASP," "upward mobility," "modernization," "in-groups," and "dual-earner marriage" are all examples.

Sociology deals with the full range of social groups – from families and peer groups to towns, communities, organizations, governments and nations. Increasingly, sociology is concerned with cross-cultural influences and global systems. Few fields of study have such a broad scope and wide relevance for research, theory, and application of knowledge as sociology, and few majors offer their students a more diverse range of career opportunities.

A major in sociology provides an individual with an excellent liberal arts foundation for embarking upon a wide range of career paths, including those in business and the human/social services. Sociology is also excellent preparation for students who wish to do graduate study in law, business, public administration, criminology, or another social science. In addition, the solid base sociology majors receive in research design, data analysis, and sociological concepts gives them a competitive edge in today's information society.

General Objectives

Students majoring in Sociology will acquire a basic knowledge of the following areas:

- the "sociological imagination," or ability to link individual biography with history and culture
- the difference between micro- and macro-level groups and processes, and the interconnections among them
- the importance and necessity of theory in the process of learning
- the strengths and weaknesses of various research methods, and the appropriateness of each for various research questions
- the social bases and biases of what constitutes knowledge or conventional wisdom
- the opportunities as well as constraints that are imposed on us by social structure

Requirements for the Sociology Major

Sociology majors are required to complete the following courses, totaling 30 semester hours, with no grade lower than a "C" in any course.

Foundation (12 hours)

SOCI 1146	Principles of Sociology
SOCI 2253	Social Problems and Policy
SOCI 4475	Development of Sociological Thought
HUSV 3308	Cultural and Social Anthropology

Research (6 hours)

MATH 1114 Introduction to Statistics

POLS 3300 or HUSV 4476:

Research Methods in Political Science

OR

Research Methods in Human Services

Electives/Interdisciplinary Emphasis (12 hours)

Students may complete the major by electing 4 other courses from the following list, two of which must be 3000-level or higher.

SOCI 3309	Gender & Society
SOCI 3306	America's Children
SOCI 3307	Criminology
SOCI 3302	Social Change

SOCI 2247	Diverse Families
LAST 1104	Introduction to Latin American Culture
RLGN 2230	Race & Religion in America
RLGN 3340	Sociology of Religion
HUSV 1148	Introduction to Anthropology
WMST 1101	Introduction to Women's Studies

One appropriate Interim course may count towards the elective requirement, with approval of the department chair.

Requirements for the Sociology Minor
A minor in sociology consists of 5 courses, two of which must be at the 3000 level or higher.

All students planning to minor in sociology must take the following:

SOCI 1146	Principles of Sociology
SOCI 2247	Diverse Families
SOCI 2253	Social Problems and Policy

Students must choose 2 courses from the following list:

SOCI 3309	Gender & Society
SOCI 3306	America's Children
SOCI 3307	Criminology
SOCI 3302	Social Change
HUSV 3352	Life Course and the Social Environment
PSYC/SOCI 3321	Social Psychology
RLGN/SOCI 3340	Sociology of Religion
HUSV/SOCI 4478	Special Topics in Human Services or Sociology, with approval of department chair

Assessment

Mastery of the curriculum for a major in Sociology is measured by:

- Completion of all major requirements with a C or higher in every course

- Completion of a formal research proposal (typically during a student's final semester) as part of the requirements for SOCI 4475, *Development of Sociological Thought*, that demonstrates competence in 1) the selection of an appropriate and contemporarily relevant sociological research question; 2) integration and application of theory; 3) and assessment and defense of a suitable research design.

Course Descriptions (SOCI)

SOCI 1146 Principles of Sociology. (3) Fall and Spring
A study of the fundamental concepts and principles of the discipline, with emphasis on socialization, social institutions, social interaction, social stratification and inequality, as well as mechanisms of social control. Familiarization with the distinction between macro- and micro-level sociological processes will be emphasized.

SOCI 2247 Diverse Families. (3) Fall
This course offers a multi-disciplinary perspective on contemporary marriages, families, and other intimate relationships. Students will become familiarized with competing models and theories on family relationships. In addition, the course explores cross-cultural variation in family systems as well as diversity and change within the American population. Topics to be covered include: mate selection, sexuality, marital structure, marital happiness, divorce, parenting, and alternative family forms.

SOCI 2253 Social Problems and Policy. (3) Spring
Using a special topics approach, this course provides the most current assessment of social problems and the policies created in an attempt to remedy these social ills. This course may require an overnight off-campus urban immersion experience.

SOCI 3302 Social Change. (3) On demand
An analysis of the sources, patterns, and consequences of social and cultural change. The roles of socio-economic, political, technological and other factors in processes of change at institutional and societal levels are investigated.

SOCI 3306 America's Children. (3) Fall, on demand
An analysis of current issues confronting America's children.

SOCI 3307 Criminology. (3) Fall, on demand
A multi-disciplinary examination of criminal behavior and corrections, with an emphasis on competing theories regarding the origins and incidence of criminality. The course will explore the history of laws and the criminal justice system, as well as various categories of crime. Special attention will be given to the social forces underlying criminal and deviant behavior.
Prerequisite: SOCI 1146, with a grade of C or higher

SOCI 3309 Gender & Society. (3) Every other Spring
Students will become aware of the gendered society in which we live, the norms, values, and patterns of communication associated with each gender and how these affect personal life choices and social status. Specifically, students will become aware of how our basic social institutions, such as the economy, the family, education, religion, and the political system are gendered institutions with differing ideals and expectations for women and men.

Prerequisite: SOCI 1146, with a grade of C or higher

SOCI 4475 Development of Sociological Thought. (3) Every other Spring
This course is an introduction to the development and current state of sociological theory. It focuses on the most influential figures in the development of sociological theory and their legacy in contemporary sociology.

Prerequisites: SOCI 1146 & POLS 3300 or HUSV 4476, with a grade of C or higher; normally taken during a student's final semester; senior status preferred

HUSV 1148 Introduction to Anthropology. (3) Fall and Spring
A general introduction to the scientific study of the origin, the behavior, and the physical, social, and cultural development of humans.

HUSV 3308 Cultural and Social Anthropology. (3) Spring
A study of comparative cultures and social structures with special emphasis upon the ethnography of primitive people.

HUSV 4476 Research Methods in Human Services. (3) On demand.
An overview of research design and methodology germane to the helping professions. Course emphasizes different methods of gathering data, ethical concerns in this area, and basic statistical matters.

Prerequisites: HUSV 2299 and MATH 1114 or PSYC 2298

THEATRE ARTS

Introduction

The Department of Theatre Arts offers a pre-professional training program emphasizing the practical aspects of theatre and the importance of process. It is the belief of the faculty that the training process must prepare students for the real world of theatre. Faculty teaching in the Theatre Arts program are experienced, working professionals. We offer professional summer theatre opportunities at the Papermill Theatre in Lincoln, New Hampshire. With the belief that theatre is both an art form and a business the curriculum provides a strong undergraduate foundation in theatre performance, design, production and literature.

Offering a B.A. in Theatre Arts, majors are required to complete a 33 hour core curriculum in theatre arts designed to foster an appreciation for, and an understanding of each area of theatre. In addition, 3 specific track courses and 6 practicum hours are required to complete the theatre arts degree composed of 42 total major hours.

Objectives

The following objectives are established as a basis for the training program in Theatre Arts. Upon application for graduation, the Theatre Arts major will be expected to:

- understand the basic theoretical concepts behind each of the four major areas within the discipline: performance, design, production and literature.
- have an extensive artistic vocabulary in their specific area of concentration.
- have the technical knowledge pertaining, but not limited to the student's chosen area of concentration.
- demonstrate an understanding of auditioning and/or portfolio presentation.
- be knowledgeable of viable avenues of employment and sources noting such information.
- have an understanding of opportunities for graduate studies and employment in theatre and the performing arts.

Graduation Requirements for the Theatre Arts Major

A student pursuing a major in Theatre Arts must meet all of the following criteria on an ongoing basis:

A. Satisfactory completion of all degree requirements as outlined in the catalogue.

B. Participation in all departmental productions and activities, including auditions, production crews, work calls and production strikes as assigned by faculty.

C. Attendance at all scheduled departmental meetings and activities.

Admission to the Theatre Arts Major

In order to be admitted and to continue as a Theatre Arts major, a student must meet the following criteria:

A. Overall grade point average of 2.25 or better. Scholarship recipients must maintain a 3.0 grade point average or better.

B. Writing proficiency-a grade of C or better in English 1101, 1102

C. Theatrical Proficiency-a grade of C or better in all Theatre Arts courses

D. Prognosis for Success- evaluation during Theatre courses pertinent to:
   1) attendance
   2) attitude
   3) cooperation
   4) oral and written skills
   5) enthusiasm and dedication to the Theatre Arts program

E. Transfer students wishing to continue as a Theatre Arts major must provide evidence of all of the above plus the following:
   1) past participation in departmental productions
   2) recommendations of at least two theatre faculty from the transfer ring institution
   3) acceptance as a major is subject to approval by a majority of the LaGrange College Theatre Arts faculty

A student that does not meet all of the above criteria each semester may be placed on probation. After the probationary period, the student will be re-evaluated by the Theatre Arts faculty. If it is determined that the

student has failed to meet the above criteria satisfactorily, the student may be removed as major, and any theatre scholarships revoked.

Requirements for the Theatre Arts Major

A total of 42 semester hours are required for the Theatre Arts major.
Core Requirements (33 hours):

THEA 1101	Drama Survey I	3 hrs.
THEA 1102	Drama Survey II	3 hrs.
THEA 1184	Acting I	3 hrs.
THEA 2205	Movement for the Actor	3 hrs.
THEA 2210	Voice and Diction	3 hrs.
THEA 1180	Stagecraft	3 hrs.
THEA 2110	Introduction to Design	3 hrs.
THEA 2200		
or 2201	Stunts/Fights for Stage, TV and Film I	3 hrs.
THEA 2330	Script Analysis	3 hrs.
THEA 2285	Practicum	6 hrs.
		33 hrs

Track Course---3 of the following (9 hours):
Performance Track

THEA 3370	Directing	3 hrs.
THEA 3345	Musical Theatre	3 hrs.
THEA 4451	Auditioning	3 hrs.
THEA 2286	Makeup	3 hrs.
THEA 3305	Period Styles	3 hrs.
THEA 3310	Playwriting/Screenwriting	3 hrs.
THEA 2351	Acting II	3 hrs.

Design/Technical Track

THEA 3360	Scenic Design	3 hrs.
THEA 3381	Lighting Design	3 hrs.
THEA 3385	Costume Design	3 hrs.
THEA 2283	Stage Management	3 hrs.
THEA 3420	Theatre Management	3 hrs.

THEATRE ARTS CORE HOURS	**33 hrs.**
TRACK HOURS	**9 hrs.**
	42 hrs.

Requirements for the Theatre Arts Minor

THEA 1101	Drama Survey	3 hrs.
THEA 1184	Acting I	3 hrs.
THEA 1180	Stagecraft	3 hrs.
THEA 2110	Intro to Design	3 hrs.
THEA 2330	Script Analysis	3 hrs.
Practicum		3 hrs.
		18 hrs.

Course Descriptions (THEA)

THEA 1101 Drama Survey I. (3) *
A survey of the discovery of theatre beginning in ancient Greece continuing through the rise of Realism. Students will study theatre as a developed art form through reading, viewing and discussing plays representing diverse eras of history.
Drama Survey II may be taken independently of Drama Survey I.

THEA 1102 Drama Survey II. (3) *
A survey of the discovery of theatre from the rise of Realism through contemporary drama. Students will study theatre as a developed art form through reading, viewing and discussing plays representing diverse eras of history.
Drama Survey II may be taken independently of Drama Survey I.

THEA 1180 Stagecraft. (3) *
A course designed to provide the student with theoretical and working knowledge of technical theatre. An emphasis is placed on the fundamental techniques and processes used in theatre productions. Students will work on a departmental production.

THEA 1184 Acting I. (3) *
A course designed to introduce students to the fundamentals of acting for the stage. Course will include achievement of a simple objective, self and sensory awareness, relaxation, concentration and beginning scene and text analysis.

THEA 2110 Introduction to Design. (3)
A course designed to introduce students to the fundamental elements of all areas of the design process.
Prerequisite: THEA 1101 or THEA 1102

THEA 2200 Stunts /Fights for Stage, TV and Film I. (3) *
Performance course covering basic stage movement, acrobatics, faints, falls, slapstick comedy, hand-to-hand combat, and weapons when applicable.

THEA 2201 Stunts/Fights for Stage, TV and Film II. (3) *
A continuation of THEA 2200, adding period weaponry such as, but not limited to quarterstaff, broadsword, rapier, dagger, food fights, etc. for the stage.

THEA 2205 Movement for the Actor. (3) *
A course designed to develop body awareness by exploring movement connected to impulse and instinct, focusing on integration of the mind, body and spirit.

THEA 2210 Voice and Diction. (3)
To introduce students to the process of voice production, methods of Linklater's freeing the voice with emphasis on relaxation and breathing, and applicable techniques for working with text.

THEA 2283 Stage Management. (3)
A course designed to provide student with introduction to, and basic training in, the area of stage management.

THEA 2285 Theatre Practicum. (1-3)
To give students practical experience in the four major areas of theatre arts.
Prerequisite: Roles/responsibilities for credit must be approved by faculty. (May be taken for 1 -3 hours of credit per semester.)

THEA 2286 Makeup for the Stage. (3) *
A study in the theories and application of stage makeup. Topics may include corrective, old age and character makeup, as well as prosthetics.

THEA 2330 Script Analysis. (3)
A study of major genres of dramatic literature designed to provide the director, actor, designer, dramaturge and/or technician with basic guidelines for text analysis. Students will develop and utilize skills to thoroughly analyze text.
Prerequisite: THEA 1101 & 1102

THEA 2351 Acting II. (3)
A continuation of THEA 1184 which explores further character development through advanced scene work and improvisational exercises.
Prerequisite: THEA 1184

THEA 3272 Creative Dramatics. (3) On demand
A course which introduces methods of creating, designing and utilizing drama to enhance teaching skills and foster the educational development of students.
Highly recommended for early childhood and secondary education majors.

THEA 3305 Period Styles of Acting. (3)
A course designed to introduce students to period styles of acting and movement which may include: Greek, Elizabethan, Comedy of Manners, Farce, Realism and the Theatre of the Absurd.
Prerequisites: THEA 1184, THEA 2351

THEA 3310 Playwriting/Screenwriting. (3)
A course designed to stimulate critical and creative thinking through the creation of original material. Students will be guided in the completion of writing a play/screenplay.
Prerequisite: THEA 2330, grade B or better in ENGL 1101 & 1102, or consent of instructor.

THEA 3345 Musical Theatre. (3)
A practical study of techniques and styles of musical theatre.
Prerequisite: THEA 1184

THEA 3360 Scenic Design. (3)
An advanced study of the Scenic Design process. Students will apply the principles of design to scenery through intense practical assignments. Emphasis is placed on communication through Drafting, Renderings and Models.
Prerequisite: THEA 2110

THEA 3370 Directing. (3)
A course designed to introduce students to the director's role in interpreting, choosing, rehearsing and staging a play. Course includes direction for performance of a short play.
Prerequisites: THEA 1184, THEA 2110, THEA 2330

THEA 3381 Lighting Design. (3)
An advanced study of the Lighting Design process. Students will apply the principles of design to lighting through intense practical assignments. Emphasis is placed on communication through Rendering, Magic Sheets, and Lighting Plots.
Prerequisite: THEA 2110

THEA 3385 Costume Design. (3)
A course that acquaints the student with the basic skills needed to design theatrical costumes, which includes patterning and cutting/draping.
Prerequisite: THEA 2110

THEA 3420 Theatre Management/Arts Management (3)
A course which introduces the fundamentals of Arts management. Course will investigate and navigate through the conflicting issues, strategies and opportunities in management in the Arts.

THEA 4451 Auditioning. (3)
A course designed for developing audition techniques and examining guidelines for audition procedures with emphasis on practical auditions, resume, headshots, audition selection material and compilation of an audition portfolio.

Prerequisite: THEA 1184, THEA 2351

THEA 4470-2 Special Topics. (1-3)
A series of courses designed to provide students with advanced material/ study in either performance or design tracks.

Prerequisite: Consent of Instructor

THEA 4484 Senior Thesis. (3)
A course in which senior Theatre Arts majors bring their training and emphasis into focus. Senior thesis projects may be track-specific special projects in acting, design, directing, stage-managing or playwriting.

All proposals must be approved by the Department Chair and are subject to scheduling and faculty supervisory commitments.

*** Denotes courses in Theatre Arts that may satisfy Fine Arts requirement in Core Curriculum.**

WOMEN'S STUDIES

Introduction

Women's Studies is an interdisciplinary field of study which complements a liberal arts education by drawing upon a variety of disciplines to gain a critical awareness of the female experience. In developing this awareness and in presenting its diversity, courses explore gender as well as race, ethnicity, culture, age, and social class as categories of analysis. While exploring these issues, the courses also promote the development of skills in critical thinking, speaking, and writing. Courses focus on women's past and present roles in culture, politics, the family, the arts and sciences, health care business, and religion.

Objectives

A minor in Women's Studies consists of twelve semester hours: Three of which must be WMST 1101: Introduction to Women's Studies. Of the remaining nine hours, six must be taken at the 3000 level. This flexibility coupled with the interdisciplinary nature of the field, permits students to design a minor which best reflects their academic and future career interests. (Only cross-listed courses taken during or after the fall of 2000 may be applied to the minor in Women's Studies.)

Course Descriptions (WMST)

WMST 1101 Introduction to Women's Studies (3)
This course will provide a better understanding of the female experience and the evolution of women's roles within one's own culture and that of others. In developing this understanding emphasis will be placed on the great diversity of women's individual lives by considering such factors as race, age, marital, and class status.

Cross-listed Courses

WMST 3110/LAST 3110:
Special Topics/Latin American Women Writers (3)

WMST 3247/SOCI 2247:
Diverse Families (3)

WMST 3312/ENGL 3345:
The rise of the English Novel (3)

WMST 3320/RLGN 3320:
The Ethics of Sexuality, Marriage, and Gender (3)

WMST 3340/ENGL 3340:
Restoration and Eighteenth Century English Literature (3)

WMST 4500/LIBR 4500:
Advanced Library Research in the Sciences (2)

WMST 4400/LIBR 4400:
Advanced Library Research in the Social Sciences and Humanities (2)

WMST 4478/HUSV 4478:
Women in Ministry (3)

Also, interim term courses are offered in Women's Studies.

FACULTY

David Oki Ahearn (1995)
Associate Professor of Religion and Philosophy; Chair, Division of Humanities; Chair of the Religion Department
B. A. Austin College; M.Div., Southern Methodist University; Ph.D., Emory University

Nancy Thomas Alford (1969)
Assistant Professor of Health and Physical Education, Chair of the Health and Physical Education Department
B.S. Georgia College; M.S.,University of Tennessee

Toni P. Anderson (1999)
Professor of Music; Chair of the Music Department
B.M., Lamar University; M.M., New England Conservatory of Music; Ph.D., Georgia State University

Kim Barber (1995)
Associate Professor of Theatre Arts; Chair, Division of Fine Arts; Chair of the Theatre Department
B.S., University of Tennessee; M.F.A., University of California at Los Angeles

David M. Barrett (2003)
Associate Professor of Business
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Charlene Baxter (1976)
Assistant Professor; Librarian for Public and Technical Services
A.B., West Georgia College; M.L.S., George Peabody College for Teachers

Cindi Bearden (2001)
Assistant Professor of Business
B.S., Jacksonville State University; Master of Accountancy, University of Alabama, Certified Public Accountant

Jon Birkeli (1987)
Ely R. Callaway, Sr. Professor in International Business; Chair of the Business Department
A.B., Lenoir-Rhyne College; Ph.D., University of South Carolina

Michael Bishop (2005)
Writer in Residence
B.A. University of Georgia; M.A. University of Georgia; Honorary Doctorate LaGrange College

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Assistant Professor of Nursing
B.S.N. LaGrange College; M.S.N. Georgia State University

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Associate Professor of Art and Design
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Susan R. Cody (2002)
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B.A., Jacksonville University; M.A., University of Florida; Ph.D., University of Florida

John Granger Cook (1994)
Associate Professor of Religion
B.A., Davidson College; M.Div., Union Theological Seminary; Ph.D., Emory University

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Assistant Professor; Electronic Resources Librarian
B.A., Florida Presbyterian College; M. Ln., Emory University

Seok Hwang
Assistant Professor of Mathematics
B.S. Yeungnam University; M.A. University of Wisconsin; Ph.D. University of Wisconsin

Nina Dulin-Mallory (1989)
Professor of English
B.A., Clemson University; M.Ed., LaGrange College; Ph.D., Auburn University

Steven Earl Edwards (1992)
Associate Professor of Theatre Arts
B.A., Texas Wesleyan University; M.A., University of Arkansas; Ph.D., Texas Tech University

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Professor of Psychology
B.S., M.S., Ph.D., University of Georgia

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B.S.W., Georgia State University; M.S.W., University of Georgia

Frederick, Carlie (1999)
Assistant Professor of Nursing
B.S.N., M.S.N., Wayne State University

Gordon Jeffrey Geeter (1990)
Assistant Professor of Health and Physical Education
A.S., Andrew College; B.S., Tennessee Wesleyan College; M.S.S., United States Sports Academy

F. Stuart Gulley (1996)
Assistant Professor of Religion
B. A., Vanderbilt University; M.Div., Emory University; Ph.D., Georgia State University

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Associate Professor of Psychology
B.S. Rocky Mountain College; M.S. University of St. Andrews; Ph.D. University of Minnesota

Melvin H. Hall (2002)
Assistant Professor of Chemistry
B.S. Cuttington University College; M.A., University of California at Berkeley; Ph.D. Auburn University

Jenny Hampton (2000)
Assistant Professor of Business
B.S. University of Georgia; MTx Georgia State University; J.D. University of Chicago

Celia G. Hay (1996)
Assistant Professor of Nursing
Diploma, Piedmont Hospital School of Nursing; M.S., Georgia State University, Ph.D. Georgia State University

B. Joyce Hillyer (1995)
Associate Professor of Education
A.S. Southern Union State Junior College; B.S., M.Ed., Ed.D. Auburn University

John C. Hurd (1974)
Professor of Biology
B.S., Alabama College; M.S., Ph.D., Auburn University

Lee E. Johnson (1990)
Fuller E. Callaway Associate Professor of Music
B.A., Auburn University; M. M., Indiana University

Marvin D. Johnson (1996)
Assistant Professor
B.A. Concordia College; M.A. American University in Cairo

Dorothy M. Joiner (2001)
Lovick Corn Professor of Art History
B.A. St. Mary's Dominican College; M.A. Emory University; Ph.D. Emory University

Donald Jolly (1961)
Professor of Mathematics
B.S. University of Southern Mississippi; M.S. University of Illinois; Ph.D. Auburn University
(Retired from full-time teaching in 1995)

Charles P. Kraemer (1978)
Professor of Psychology; Chair of Psychology Department; Director of Undergraduate research
B.A., LaGrange College; M.S., Ph.D., University of Georgia

Jennifer Langdon
Instructor of Mathematics
B.S., U. Nebraska-Lincoln, M.S., U. Nebraska-Lincoln, M.S. U. Nebraska-Lincoln, Ph.D., U. Nebraska-Lincoln

John D. Lawrence (1970)
Fuller E. Callaway Professor of Art and Design, Chair of the Art Department
B.F.A., Atlanta College of Art; M.F.A., Tulane University

Kyoo Lee (2004)
Assistant Professor of Philosophy
B.A., Ewha Women's University; M.A. Ewha Women's University; Ph.D. Warwick University

Tracy L. R. Lightcap (1991)
Associate Professor of History and Political Science, Chair of Political Science Department
A.B., University of the South; M.A., University of South Carolina; Ph.D., Emory University

Alvin B. Lingenfelter (2003)
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B.A., Mississippi College; Masters of Divinity, Duke Divinity School.

Donald R. Livingston (2001)
Assistant Professor of Education, Chair of the Education Department
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Sarah Beth Mallory (1993)
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B.S., M.S., University of Georgia; Ph.D. Auburn University

Greg A. McClanahan (1988)
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ABJ, University of Georgia; M.Ed., State University of West Georgia; Ed.S. State University of West Georgia

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Paul M. Wolkoff
Instructor of Wellness and Physical Education
B.S., Georgia Institute of Technology; M.Ed., East Tennessee State University

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A.B., Emory University; M.Div., Emory University; LL.D., Bethune-Cookman College; D.D., LaGrange College (1980-1996)

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Sybil L. Allen, B.S., M.Ed., Ed.D. (1976-1994)
Roland B. Cousins, B.S., M.S., D.B.A. (1990-2005)
Sue M. Duttera, Ph.D. (1986-2002)
Santiago A. Garcia, B.A., M.A., Ph.D. (1977-1995)
Luke K. Gill, Jr., B.B.A., M.S.W., J.D. (1971-2002)
S. G. Hornsby, B.S.Ed., M.A., Ph.D. (1966-2005)
Sandra K. Johnson B.A., M.Ed., Ed.D. (1983-2005)
Richard Donald Jolly, B.A., M.S., Ed.D. (1961-1995)
Evelyn B. Jordan, A.A, B.S., M.Ed., Ed.D. (1977-2001)
Walter Dickinson Jones, A.B., M.A., Ph.D. (1962-1982)
Frank R. Lewis, A.B., M.L.S. (1973-1996)
Charles Franklin McCook, A.B., S.T.B., S.T.M., Ph.D. (1961-1994)
Maynard L. Reid, B.S.E., M.S.E., Ed.D (1973-1995)
John L. Shibley, B.S., M.S., Ph.D. (1950-1986)

Associate Professors Emeritus

Julia B. Burdett, A.A., B.A., M.P.E., M.S.W. (1974-1997)
Patrick M. Hicks, B.S., M.S. (1958-1998)
Jennifer S. Harrison, Baccalaureate, M.Ed., Ph.D. (1995-2005)

Assistant Professors Emeritus

Martha M. Estes, B.A., M.A. (1982-1991)

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Frank Stuart Gulley (1996) – President
B.A., Vanderbilt University; M.Div., Emory University; Ph.D., Georgia State University

Robert K. Boozer (2002) – Director of Institutional Research and Planning
B.S., M.S., North Carolina State University; Ph.D., Georgia State University

Quincy D. Brown (1997) – The Elizabeth Walker Lanier Campus Minister and Director of Servant Leadership
B.S., DeVry Institute of Technology; M.Div., Emory University; D.Min., Interdenominational Theological Center

Linda R. Buchanan (1997) – Vice President and Dean for Student Life and Retention
B.S., George Williams College; M.S., Eastern Kentucky University; Ph.D., Georgia State University

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Phyllis D. Whitney (1998) –Executive Vice President for Administration
B.S., M.A., Murray State University

ADMINISTRATIVE STAFF

Rebecca Anderson	2000	Secretary, Social and Behavioral Sciences
Lynn Atha	2003	Financial Aid Counselor
Ashley Bailey	2004	Cross Country Women Basketball
Charlene Baxter	1976	Librarian for Public and Technical Services, Library
David Beard	2005	Webmaster
Jackie Belcher	2000	Financial Aid Counselor
Melissa Binion	2004	Bookstore
James Blackwood	1997	Director of Information Technology
Robert Boozer	2002	Director, Institutional Research and Planning
Rita Boyd	2003	Administrative Assistant, Communications and Marketing
Dee Bradley	1992	Secretary, Education Division
Kelly Britsky	1997	Women's Basketball and Volleyball Coach, Senior Women's Administrator
Kristen Brooks	2004	Campaign Coordinator
Susan Brown	1999	Swimming Coach
Quincy D. Brown	1997	The Elizabeth Walker Lanier Campus Minister, Director of Servant Leadership
Linda R. Buchanan	1997	Vice-President and Dean for Student
Becky Carter	1999	Accounts Receivable Specialist, Business Office
Diana Celorio	2001	Career Placement Coordinator/ International Advisor
Karen Clark	2004	Development Writer
Jennifer Claybrook	1999	Softball Coach, Volleyball Assistant Coach
Austin P.Cook, III	1981	Postmaster
Diane Cooper	1998	Coordinator of Administrative Services
Mary Lou Dabbs	1999	Electronic Resources Librarian, Library
Sandra Dennis	1972	Human Resources Specialist
Josie Durant	2002	Departmental Assistant, Theatre
Marion Edwards	2004	Bishop in Residence
Vickie Evans	2005	Evening College Admin Asst.
Brandon Fetner	1999	Database Administrator, Information Technology

Michael Fouts	2000	Network Manager, Information Technology
G. Jeffrey Geeter	1990	Men's and Women's Soccer Coach
Jason Goodner	2001	Assistant Director of LaGrange College at Albany
Stacy Gorman	2000	Assistant Director of Publications and Web Development
F. Stuart Gulley	1996	President
Ron Hamilton	2003	Assistant Director for Media Relations
Susan A. Hancock	1975	Secretary, Alumni and Parent Relations
Harden Tracy	2004	Receptionist, Admission Office
Shirley Harrington	1997	Assistant to the Director of Institutional Research and Planning
Dean Hartman	2000	Director of Communications and Marketing
Warren Haynes	1998	Men's Basketball Coach
Bryan Hearn	2000	Director of Instructional & Information Technology
Wylene Herndon	1979	Parking
Jimmy G. Herring	1974	Registrar
Andrea Hively	2004	Director, Student Activities and Service
Melissa Horne	2001	Secretary, LaGrange College at Albany
Kevin Howard	1999	Baseball Coach
Patti Hoxsie	2000	Assistant Controller, Business Office
Janet Hughes	2004	Assistant to VP Advancement
John Hughes	2002	Sports Information Director
Amy Hurst	2004	Center for Community Studies
Robin Hurst	1999	Secretary, Division of Humanities
Mark Isenhour	2004	Assistant Boys Basketball Coach, RD Vernon Hall
Marvin D. Johnson	1996	Assistant to the Vice President for Academic Affairs and Dean
Dorothy Joiner	2001	Curator of the Lamar Dodd Art Center
Kevin Kime	2004	Graduate Assistant Baseball Coach
Lori Knopp	1998	Secretary, Division of Nursing
Catherine Kostilnik	1993	Director, Center for Community Studies
Susan A. Laforet	1994	Secretary, Division of Natural Sciences and Mathematics and Institutional Research and Planning

Anita Laney	1974	Bookstore Director
Dawn Marrin	2000	Administrative Assistant/ Curator, Lamar Dodd Art Center
Kirby H. McCartney	1983	Administrative Assistant, Student Development Office; Resident Director of Hawkes Hall
Laurel McDaniel	2001	Copy/Mail Center Operator
Melissa McDonald	1983	Administrative Assistant, Registrar's Office
Linda McGill	2000	Switchboard Operator/Receptionist
Patricia A. McKay	1998	Administrative Assistant, Registrar's Office
Linda H. McMullen	1999	Director, Evening College
Carolyn McNearney	2000	Administrative Assistant, Academic Affairs and Dean's Office
Tiffany Mixon	1999	Support Manager, Information Technology
Brandon Mobley	2000	Systems Analyst, Information Technology
Todd Mooney	2005	Head Coach, Football
Lisa K. Morgan	1991	Circulation Manager and Assistant to the Director of the Library
Jackie L. Morman, Sr.	1992	Pool Operations Manager
Kimberly Myrick	2003	Vice President for Enrollment Management
Sharon Newton	2000	Administrative Assistant, Career Development Center and Counseling
Debbie Ogle	1997	Choral Director
Ashley Parham	2000	Admission Counselor
Meredith Parker	2001	Admission Counselor
Loren Pinkerman	1998	Director, William and Evelyn Banks Library
Martha W. Pirkle	1994	Director of Alumni and Parent Relations
Kathy Pirrman	2000	Application Coordinator, Admission
Marty Pirrman	1999	Controller, Business Office
Michelle Reeves	1998	Assistant Director, Financial Aid
Rhodes Carla	2005	Executive Secretary to the President
Lee Richter	1993	Golf Coach
Brenda T.Riley	1989	Secretary, Division of Business
John Riley	2003	Director of Leadership Giving

Arthur Robinson	1998	Public Services Librarian, Library
Tammy Rogers	1992	Director of Donor Relations
David Rowe	2000	Vice President for Advancement
Tammy Sawyer	2003	Softball Assistant Coach
Laine A. Scott	1998	Director of Writing Center
Lyn Schenbeck	2004	Placement Director
Ann Sellman	2002	Administrative Assistant Music Dept.
Wells Shepard	2004	Director of Admission
Jay K Simmons	1997	Vice President for Academic Affairs and Dean
Jack Slay	1992	Dean of Students
Lori Slay	1997	Cataloging and General Assistant, Library
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Barbara Storie	1992	Secretary, Athletics/ Health, Physical Education and Recreation
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Glenda Turner	1993	Resident Director of Candler Hall
Daniel Washburn	2003	Assistant Coach, Baseball
Darlene R. Weathers	1988	Manager, Campus Bookstore
Fiona Westmoreland	2003	Admission Counselor
Phyllis D. Whitney	1998	Executive Vice President for Administration
David Wiggins	2003	Acquisitions Assistant
Chastity Williams	2003	Record Secretary
Phillip R. Williamson	1969	Athletic Director
Sandra Williamson	1999	Accounts Payable Specialist, Business Office
Chris Wilson	2002	Community Facilitator, Center for Community Studies
Joan Wilson	2001	Administrative Assistant, Development Office
Mary Wilson	1994	Resident Director of Henry Hall
Paul Wolkoff	1997	Athletic Trainer

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